

## DOCUMENT RESUME

ED 199 264

TM 810 158

TITLE Title I ESEA Projects: Digest of Annual Evaluations, Supplementary Edition 1980-1981. Report No. 8141.

INSTITUTION Philadelphia School District, Pa. Office of Research and Evaluation.

PUB DATE Mar 81

NOTE 77p.; For key findings prior to 1975, refer to the Index Volume, Title I ESEA Projects: Digest of Annual Evaluations, 1965-1976, Report No. 7681.

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS \*Compensatory Education; Elementary Secondary Education; \*Outcomes of Education; Program Evaluation

IDENTIFIERS \*Elementary Secondary Education Act Title I; \*Philadelphia School District PA

## ABSTRACT

The purpose of this Supplement is to provide the reader with an historical summary of the key findings reported in the Annual Evaluation of 33 projects funded by the Elementary Secondary Education Act Title I since 1975. Each project summary contains the 1980-1981 management information, the key findings for 1975-1980, preliminary findings for 1980-1981, and participating schools listed by district. The preliminary findings are not intended as a summative evaluation of any project. Summative evaluation findings will be included in the annual report, Evaluation of Title I ESEA Projects, to be published after the close of the current school year. The supplement also includes an appendix listing 19 projects funded by Title I and terminated since 1975. (RL)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

TM 810 158

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

## Digest of Annual Evaluations

SUPPLEMENTARY EDITION - 1961

H. M. Kean



TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

**OFFICE OF RESEARCH  
AND EVALUATION**  
THE SCHOOL DISTRICT OF PHILADELPHIA

Report #8141

**TITLE I ESEA PROJECTS:  
DIGEST OF ANNUAL EVALUATIONS  
SUPPLEMENTARY EDITION 1980-1981**

**A historical summary, by the Division of Federal  
Evaluation Resource Services, of the key findings  
reported in the annual evaluations of each project.**

**March 1981**

**Office of Research and Evaluation  
THE SCHOOL DISTRICT OF PHILADELPHIA  
Philadelphia, Pennsylvania 19103**

**THE SCHOOL DISTRICT OF PHILADELPHIA**

**Superintendent of Schools  
Dr. Michael P. Marcase**

**Deputy Superintendent  
Mr. Charles A. Highsmith**

**OFFICE OF FEDERAL PROGRAMS  
Mr. Thomas C. Rosica, Executive Director**

**BOARD OF EDUCATION**

**Mr. Arthur W. Thomas, President  
Mrs. Edward Oberholtzer, Vice President  
Mr. Augustus Baxter                      Mr. Joseph H. Previty  
Mrs. Lawrence Boonin                    Mrs. Michael Stack  
Mr. Samuel H. Rubin                    George Philip Stahl, Jr., Esq.  
Dr. Nicholas Trolio**

**OFFICE OF RESEARCH AND EVALUATION**

**Dr. Bernard L. Solomon, Executive Director  
Research and Evaluation**

**Dr. Stephen H. Davidoff, Director  
Federal Evaluation Resource Services**

This report was prepared by the Division of Federal Evaluation Resource Services. Assistance in evaluation design, instrument development, data analysis, and editorial matters was provided by members of the Division of Instructional Research and Development Services, Edward K. Brown, Director. Members of the project-evaluation teams are named in the respective project reports. Projects were assigned to teams under the leadership of research associates. If major responsibility within a team was assigned to an individual, that person's name is marked with an asterisk (\*).

Projects included in this report were funded under ESEA Title I and administered through the School District's Office of Federal Programs.

## PREFACE

The purpose of this Supplement is to provide the reader with a historical summary of the key findings reported in the Annual Evaluations of each project since 1975. For those interested in key findings prior to 1975, they are referred to the Index Volume, Title I ESEA Projects: Digest of Annual Evaluations 1965-1976 (Report #7681). In addition, the Index Volume contains the project description and the evaluation techniques which were used.

The current document contains the 1980-1981 management information, the key findings for 1975-1980 as well as the preliminary findings for 1980-1981. The preliminary findings are not intended as a summative evaluation of any project. Summative evaluation findings will be included in the annual report, Evaluation of Title I ESEA Projects, to be published after the close of the current school year.

Stephen H. Davidoff

## CONTENTS

Preface     *iii*

### Digest of Project Evaluations

|                                                                                          |    |
|------------------------------------------------------------------------------------------|----|
| Affective Education                                                                      | 7  |
| Aide Services--See Kindergarten Aides and Parent Aides                                   |    |
| Benchmark                                                                                | 3  |
| Bilingual Education                                                                      | 5  |
| Project Bridge                                                                           | 7  |
| Comprehensive Mathematics Project                                                        |    |
| A. Elementary Mathematics Resource Teacher and Aides                                     | 9  |
| B. Junior High/Middle School Mathematics Specialist                                      | 13 |
| C. Senior High School Mathematics Specialists and Skill Centers                          | 15 |
| Comprehensive Reading Project                                                            |    |
| Aide Services--See Kindergarten Aides and Parent Aides                                   |    |
| District 1 Reading                                                                       | 17 |
| District 2 Reading                                                                       | 19 |
| District 3 Reading                                                                       | 23 |
| District 4 Reading                                                                       | 25 |
| District 5 Reading                                                                       | 27 |
| District 6 Reading                                                                       | 29 |
| District 7 Reading                                                                       | 31 |
| Reading Skills Centers                                                                   | 33 |
| Improvement of Reading Skills                                                            | 35 |
| Operation Individual                                                                     | 37 |
| Primary Reading Skills Centers                                                           | 39 |
| Reading Improvement through Teacher Education                                            | 41 |
| Summer Reading Readiness                                                                 | 43 |
| Computer Usage in instruction                                                            | 45 |
| District Reading Projects--See Comprehensive Reading Project                             |    |
| Education in World Affairs                                                               | 47 |
| Elementary Mathematics Resource Teacher and Aides--See Comprehensive Mathematics Project |    |
| English to Speakers of Other Languages                                                   | 51 |
| Follow Through (ESEA Title I Component)                                                  | 53 |
| Improvement of Reading Skills--See Comprehensive Reading Project                         |    |
| Institutions for Neglected and Delinquent Children                                       | 55 |
| Junior High/Middle School Mathematics Specialist--See Comprehensive Mathematics Project  |    |

|                                                              |                                         |
|--------------------------------------------------------------|-----------------------------------------|
| Kindergarten Aides                                           | 57                                      |
| Learning Centers                                             | 59                                      |
| Mission Excellence                                           | 61                                      |
| Multimedia Center                                            | 63                                      |
| Operation Individual                                         | --See Comprehensive Reading Project     |
| Parent Aides                                                 | 65                                      |
| Project Success                                              | 67                                      |
| Primary Reading-Skills Centers                               | --See Comprehensive Reading Project     |
| Reading Improvement through Teacher Education                | --See Comprehensive Reading Project     |
| Reading Skills Centers                                       | --See Comprehensive Reading Project     |
| School-Community Coordinator                                 | 69                                      |
| Senior High School Mathematics Specialists and Skill Centers | --See Comprehensive Mathematics Project |
| Summer Reading Readiness                                     | --See Comprehensive Reading Project     |
| Preschool Child Development Project                          | 73                                      |

#### Appendix:

|                                         |    |
|-----------------------------------------|----|
| Projects No Longer Funded under Title I | 75 |
|-----------------------------------------|----|

## AFFECTIVE EDUCATION

---

ADMINISTRATOR: Earline Sloan  
HEADQUARTERS: Room 323, 21st Street and Parkway  
TELEPHONE: 299-7776  
PBRS CODE: 11-04-611  
OPERATING YEARS: 1968-1981  
GRADES SERVED: K-12  
NO. OF PUPILS: Public 35,000, Nonpublic 8,000  
NO. OF SCHOOLS: Public 65, Nonpublic 3  
NO. OF EMPLOYEES: Professional 10, Paraprofessional 0, Clerical 1  
CURRENT BUDGET: \$419,900  
EVALUATION TEAM: Marion Kaplan, Mildred Asano, Janice Atkins, David Patton

---

### KEY FINDINGS

**1975-1976** The project's intended mode of operation was fully implemented. The three divisions of the project conducted extensive training programs throughout the school year for teachers in the School District.

All of the project's objectives were attained. It was found that (a) students in classrooms of teachers trained by AEP achieved significantly higher Vocabulary and Comprehension scores on the Gates-MacGinitie Reading Tests than a comparison group of nonproject students, (b) the same project students exhibited a significantly greater willingness to write and generally wrote more competently than the same comparison group of nonproject students, and (c) project students tended to persist in reading tasks for a significantly greater proportion of time during a sustained silent reading period than nonproject students.

**1976-1977** It was found that students in AEP programs improved their reading comprehension skills to the extent that (a) a significantly greater number of students demonstrated mastery on a series of criterion-referenced tests of reading comprehension skills, (b) expected proportions of project students made at least one year's progress in reading as measured by a standardized achievement test, and (c) expected proportions of project students gained at least two book levels during the school year as measured by an informal reading inventory.

**1977-1978** It was found that students participating in AEP programs persisted in reading during sustained silent reading periods for a significantly greater proportion of time from the beginning to end of the current school year. In addition, expected numbers (167) of parents received long-term training and reported having completed at home an expected number of special activities designed to develop reading readiness skills with their children.

- 1978-1979** It was found that students in grades 1 to 7 participating in the Affective Education programs significantly improved their writing skills (writing willingness and writing quality) between the beginning and end of the school year. Participating kindergarten students, although not evidencing higher achievement in reading readiness than a group of comparison students, maintained the same scores between pretest and posttest, while the comparison students experienced a loss in scores.
- 1979-1980** Students participating in (AEP) improved in their writing skills with 76 percent gaining one or more writing skill levels. Informal Reading Inventory test results revealed that more than 80 percent gained one reading level, and more than 50 percent gained two reading levels. Even though the expected results were not fully attained for student performance on mastery learning, seven of every ten students attained mastery on seven of every ten units. More than two-thirds of the teachers indicated that the AEP expectations project facilitated significant positive changes in two teaching behaviors. Finally, an overwhelming percentage (98%) of the parents who were interviewed by the Parent Training Team expressed an understanding of two basic concepts or procedures of the training sessions.
- 1980-1981** *(Preliminary findings) The project has been fully implemented according to its intended mode of operation. The four components of the project, Communications Network, Contract Services, Mastery Learning, and Parent Training have conducted extensive training for parents, teachers, and administrators. It appears that the projects' objectives will be attained by the end of the school year.*

#### PARTICIPATING SCHOOLS

- District 1:** Barry, Blankenburg, Dunlap, Huey, Lea, Longstreth, Mitchell, Morton, Powel, Tilden, Turner, West Philadelphia
- District 2:** Audenried, Bache, Childs, Key, Kirkbride, Nebinger, Smith, Vare, Vaux
- District 4:** Blaine, Fitzsimons, Gratz, Hanna, Kelley, Kenderton, Lehigh, Leidy, Peirce, Pratt, Sartain, Shoemaker, Walton, Whittier, Wright
- District 5:** Adaire-Chandler, Bartlett, Clymer, Dunbar, Edison, Elkin, Elverson, Harrison, Jones, Kearney, Kensington, McKinley, Meredith, Penn, Penn Treaty, Stoddard-Fleisher, Williard-Powers
- District 6:** Emlen, Kelly, Lingelbach, Mifflin, Pennel, Pickett, Roosevelt, Steel
- District 7:** Bethune, Cooke, Prince Hall, Smedley
- Nonpublic:** Gesu, Our Lady of Holy Souls, Our Lady of Victory

## BENCHMARK

---

ADMINISTRATOR: Edmund J. Forte  
HEADQUARTERS: Room 118, 21st Street and Parkway  
TELEPHONE: 299-7819  
PBRS CODE: 11-02-507  
OPERATING YEARS: 1974-1981  
GRADES SERVED: 4-6  
NO. OF PUPILS: 1,122  
NO. OF SCHOOLS: 33  
NO. OF EMPLOYEES: Professional 36, Paraprofessional 66, Clerical 2  
CURRENT BUDGET: \$2,146,600  
EVALUATION TEAM: Arnold Escourt, Fleta B. Waters, Mildred Asano

---

## KEY FINDINGS

- 1975-1976 During its second year of operation, Benchmark was fully implemented and continued to help pupils improve their reading and mathematics skills. The 20 pupils in each of the 62 classes were served by a teacher and an aide in a self-contained classroom using a skill-center approach. More than half the pupils attained a 90% mastery of phonics skills and more than 60% gained at least two levels of reading skills measured by individual reading inventories.
- More than half the pupils gained at least two levels of mathematics skills measured by the Philadelphia Mathematics Evaluation Test (Levels Test).
- 1976-1977 The Benchmark project was fully implemented during its third year of operation. Eighty-three and a half percent of the 1,284 pupils served during the year had an attendance record of 80% or higher. Pupils continued to improve in their reading and mathematical skills. More than half of the pupils gained mastery of the 85 phonics skills tested and 60% of the children gained two or more book levels on individually administered reading inventories.
- 1977-1978 Pupils continued to improve reading and mathematics skills as indicated by their attainment of each of the project objectives. Based upon pupils who attended regularly (80%) it was found that 52% of the pupils attained a 90% mastery of the phonics elements that were tested. Based upon individually administered Standardized Reading Inventories, 57% of the pupils gained two book levels or more. In mathematics, 85% of the pupils gained one level or more on the Philadelphia Mathematics Evaluation Test.

- 1978-1979 The Benchmark Project continued to provide a sound educational environment for children in 62 classrooms throughout the district by providing needed reading and mathematics skills and by attaining all of its objectives.
- 1979-1980 Based upon the McCracken Standard Reading test, administered individually to pupils in October and May, 62% of the pupils gained two or more instructional book levels. These gains exceeded the results of the prior school year. It was also found that 58% of the pupils had mastered the sounds in the Phonics Inventory. Of 794 pupils with pretest and posttest scores, 81% gained at least one math level and 47% gained two or more levels. These mathematics results also exceeded the prior year's results.
- 1980-1981 *(Preliminary findings) Benchmark now serves a total of 66 classes in 33 schools. All pretests have been administered and data is now being collected. The program is operating as planned and should meet the criteria set in the proposal.*

#### PARTICIPATING SCHOOLS

- District 1: Barry, Belmont, Daroff, Holmes, Locke, Washington  
District 2: Bache, Childs, Darrah, Morris, Waring, Southwark  
District 4: Blaine, Cleveland, Dick, Heston, Kenderton, Lehigh, Leidy, Stanton, Wright, Gideon, Meade  
District 5: Ferguson, McKinley, Moffet, Bartlett, Kearny, Spring Garden, M.C. Wister  
District 6: Mifflin, Steel, Fulton  
District 7: Bethune

## BILINGUAL EDUCATION

---

ADMINISTRATOR: Charles McLaughlin  
HEADQUARTERS: Room 204, 21st Street and Parkway  
TELEPHONE: 299-7842  
PBRS CODE: 11-06-538  
OPERATING YEARS: 1972-1981  
GRADES SERVED: K-12  
NO. OF PUPILS: Nonpublic 640  
NO. OF SCHOOLS: Nonpublic 14  
NO. OF EMPLOYEES: Professional 14, Paraprofessional 12, Clerical 2  
CURRENT BUDGET: \$633,400  
EVALUATION TEAM: Robert M. Offenberger, Bob Epstein, Carlos Rodriguez-Acosta

---

### KEY FINDINGS

- 1975-1976 Each cognitive objective for the Cariño Center was either fully or partially attained. Ninety-two percent of the pupils (more than the expected 75%) gained at least one book level on a group informal reading inventory, and 61% (more than the expected 60%) made a month-for-month gain in GE level on the KeyMath Diagnostic Arithmetic Test. Statistically significant gains were made on Level 2 of the Inter-American Series Tests of Reading, but not on Level 3.
- 1976-1977 All project objectives were attained. ESL-R's greatest success was in the area of mathematics-readiness. Eighty-nine percent of the pupils (more than the expected 50%) achieved or exceeded the mastery score of 0.8 GE, and their median score of 1.3 was well above the criterion. The project also experienced unusual success in having Spanish-dominant pupils (Category 1 on the James Language Dominance Test) increase their facility with English. Eighty-four percent of these pupils (more than the expected 75%) advanced to categories which indicated some degree of bilingualism.
- The project was implemented as intended. Objectives for both components were attained. The majority of Cariño Center pupils gained two or more book levels in reading (more than the expected one book level) and their 1.0 year average gain in mathematics exceeded the expected month-for-month gain. The auxiliary teacher component was equally effective in contributing to the mathematics and reading progress of its pupils.
- 1977-1978 Two project objectives were attained and two were partially attained. The ESL-R component was especially successful in having Spanish-dominant pupils (Category 1 on the James Language Dominance Test)

increase their facility with English. This component also experienced success in having its pupils attain anticipated levels of mathematics achievement and letter/sound recognition. It was somewhat less successful in the area of aural comprehension. The pupils' mean score on this subtest was less than one point below the criterion.

- 1978-1979 The ESL-R component was especially successful (as in previous years) in having Spanish-dominant pupils (Category 1 on the James Language Dominance Test) increase their facility with English. Pupils in this component also exceeded anticipated mathematics achievement. Anticipated levels were not attained in the area of aural comprehension. In addition, the Cariño Center and Auxiliary Teacher component pupils exceeded expected gains in reading and mathematics.
- 1979-1980 More than 75% of the kindergarten pupils classified as Spanish dominant advanced to a higher category, indicating a greater degree of English proficiency. The mean score on the English subtest increased significantly. Tabulation of the Houghton Mifflin IRI performance of pupils tested in both the fall and spring showed that 92.2% or 188 pupils, attained the criterion of gaining at least one book level. Mathematics instruction was offered to 25 pupils at the Cariño Center and one elementary school. Seventeen of the 25 pupils gained one month of grade equivalent score for each month of instruction as measured by the Key Math Test.
- 1980-1981 *(Preliminary findings) The ethnicity of pupils served by the project seems more diverse than in the past. An increased use of Spanish was noted in the auxiliary teacher component. Two sites serve a primarily Vietnamese population. The evaluators and the project director have scheduled a meeting to discuss objectives for these sites.*

#### PARTICIPATING SCHOOLS

Nonpublic: Cathedral, St. Bonaventure, St. Boniface, St. Edward, St. Francis DeSales, St. Henry, Holy Child, Incarnation, St. Peter Apostle, St. Veronica, Cariño Center, Little Flower, West Catholic High School (Boys), West Catholic High School (Girls)

## BRIDGE

---

ADMINISTRATOR: Leontine D. Scott  
HEADQUARTERS: Room 510, 21st Street and Parkway  
TELEPHONE: 299-7659  
PBRS CODE: 11-02-585  
OPERATING YEARS: 1977-1980 - Project terminated June 30, 1980.  
GRADES SERVED: 2-4  
NO. OF PUPILS: 2,335  
NO. OF SCHOOLS: 18  
NO. OF EMPLOYEES: Professional 5, Paraprofessional 72, Clerical 1  
CURRENT BUDGET: \$1,158,400  
EVALUATION TEAM: Thomas McNamara, Herman Carter, John McKinney

---

## KEY FINDINGS

- 1977-1978 This new program had unavoidable delays in getting underway and implementation as intended had to be considered partially attained. Implementation consistently improved in the latter half of the year. One objective was partially attained: there was a smaller percentage of Second Grade pupils scoring below the 50th %ile this year than previously in more than the required number of schools in Mathematics but not in Reading.
- 1978-1979 There was parital attainment of the objective regarding improved second grade performance in reading and mathematics with respect to last year, but a similar objective regarding third grade performance was not attained, nor was an objective regarding parent volunteer hours.
- 1979-1980 There was considered partial attainment of the improvement objective in second grade Reading and Mathematics. There was full attainment of the objective regarding fourth grade improvement in these two subject matter areas. Though some schools appeared to be developing effective parent volunteer programs, there were no schools which met the criterion established for the objective in this area.

This project was terminated June 30, 1980, and incorporated into Project Success.

### PARTICIPATING SCHOOLS

District 1: Daroff, Hamilton, Huey  
District 2: Alcorn, Bregy, Childs, Gideon, Kelley, Peirce  
District 3: Key, Kirkbride, Washington  
District 4: Peirce, Walton  
District 5: Adaire-Chandler, Clymer  
District 6: Logan, Mifflin

**COMPREHENSIVE MATHEMATICS PROJECT  
ELEMENTARY MATHEMATICS RESOURCE TEACHERS AND AIDES**

---

**ADMINISTRATOR:** Alexander Tobin/James Bonner  
**HEADQUARTERS:** Room 311, 21st Street and Parkway  
**TELEPHONE:** 299-8919  
**PBRs CODE:** 11-02-523  
**OPERATING YEARS:** 1972-1981 (Formerly Mathematics "A")  
**GRADES SERVED:** 1-6  
**NO. OF PUPILS:** 40,000  
**NO. OF SCHOOLS:** 114  
**NO. OF EMPLOYEES:** Professional 117, Paraprofessional 80 (part-time),  
Clerical 2  
**CURRENT BUDGET:** \$4,355,800  
**EVALUATION TEAM:** Arnold Escourt, Mildred Asano, Fleta B. Waters

---

**KEY FINDINGS**

**1975-1976** Comprehensive Mathematics "A" was fully implemented, and was successful in improving the mathematics skills of pupils in Grades 2-6 who had obtained CAT Total Mathematics scores below the 16th percentile in 1975. In 1976 the number of participants scoring below the 16th percentile was reduced by 41%. In six months, the pupils who had been invited to remediation sessions demonstrated an average gain of 1.2 instructional levels on the Philadelphia Mathematics Evaluation Test (equivalent to 2.0 levels in 10 months).

On both measures of mathematics skills, pupils who attended at least 75% of their remediation sessions demonstrated more progress than pupils who attended less than 75% of the sessions.

**1976-1977** Comprehensive Mathematics "A" was fully implemented and successful in improving the mathematics skills of pupils in Grades 2-6. The 4,463 pupils who had been invited to remediation sessions demonstrated an average gain of 1.6 instructional levels during the 7-month period between pretest and posttest. Extrapolated for a 10-month school year, the average gain of 2.3 levels exceeded the project's goal. This group also demonstrated a 35% reduction in number of pupils scoring below the 16th percentile on the CAT.

Attendance at remediation sessions was related to pupil achievement. On the Levels test, pupils who attended their remediation sessions regularly demonstrated an average gain of 1.6 instructional levels in 7 months; pupils who attended less regularly demonstrated an

average gain of 1.3 levels. On the CAT, pupils who attended regularly achieved a 42% reduction in number of pupils scoring below the 16th percentile; pupils who attended less regularly demonstrated a 36% reduction; pupils not invited to remediation sessions demonstrated a 27% reduction.

- 1977-1978 Comprehensive Mathematics "A" was fully implemented and successful in improving the mathematics skills of pupils in Grades 1-8. Both standardized and non-standardized test results indicated that the project met its objectives.
- 1978-1979 On the Computation section of the California Achievement Test administered in February 1979, 51% of the pupils exceeded their February 1978 percentile ranks. Among pupils who had scored below the 16th percentile in 1978, 35% scored at or above the 16th percentile in 1979.
- 1979-1980 A review of pupil gains based upon the California Achievement Tests results showed that 58% exceeded their 1979 scores, and 45% of those pupils scoring below the 16th percentile in 1979 scored at or above the 16th percentile this year. Teachers and aides in this project have provided the proposed services which have had a positive impact on pupils.
- 1980-1981 *(Preliminary findings) The project has been operating as planned. Staff development has been provided to the 115 EMRTs and to the 80 parttime math aides. Pretests have been administered. Data will again be collected using the TIE RS System.*

#### PARTICIPATING SCHOOLS

- District 1: Barry, Belmont, Blankenberg, Bryant, Comegys, Daroff, Drew, Dunlap, Hamilton, Harrington, Harriety, Holmes, Huey, Lea, Locke, Longstreth, McMichael, Mitchell, Morton, Powel, Rhoads, M. Washington, Wilson
- District 2: Alcorn, Arthur, Bache, Bregy, Childs, Darrah, Jackson, Key, Kirkbride, Martin, McDaniel, Morris, Nebinger, Peirce, Poe/Girard, Reynolds, Southwark, Smith, Stanton, Vare, Waring, Wayne, G. Washington
- District 4: Blaine, Carver, Cassidy, Cleveland, Dick, Douglass, Gideon, Hanna, Heston, Hill, Kelley, Kenderton, Lehigh, Leidy, Meade, Peirce, Pratt-Arnold, Sartain, Stanton, Walton, Whittier, Wright
- District 5: Adaire-Chandler, Bartlett, Brown, Clymer, Dunbar, Elkins, Elverson, Fairhill, Ferguson, Hackett, Harrison, Hartranft, Hunter, Kearny, Ludlow, McKinley, Moffet, Potter-Thomas, Spring Garden, Sheppard, Welsh, Willard, Powers, Wister

District 6: Dobson, Emlen, Fulton, Kelly, Kinsey, Lingelbach, Logan, Mifflin,  
Pastorius, Pennell, Steel, Wister

District 7: Bethune, Birney, Cramp, Howe, McClure, Smedley, Stearne, Taylor

**COMPREHENSIVE MATHEMATICS PROJECT  
JUNIOR HIGH/MIDDLE SCHOOL MATHEMATICS SPECIALISTS**

---

**ADMINISTRATOR:** Alexander Tobin/Alan Barson  
**HEADQUARTERS:** Room 311, 21st Street and Parkway  
**TELEPHONE:** 299-7811  
**PBRs CODE:** 11-03-523  
**OPERATING YEARS:** 1975-1981 (Formerly Mathematics "B")  
**GRADES SERVED:** 7-9  
**NO. OF PUPILS:** 3,000  
**NO. OF SCHOOLS:** 22  
**NO. OF EMPLOYEES:** Professional 23, Paraprofessional 0, Clerical 1  
**CURRENT BUDGET:** \$782,500  
**EVALUATION TEAM:** Arnold Escourt, Mildred Asano, Fleta B. Waters

---

**KEY FINDINGS**

- 1975-1976** In its first year of operation, the project was fully implemented according to its planned mode of operation. The mathematics specialists provided remediation sessions to selected Title-I-eligible pupils, staff and curriculum development to the regular mathematics teachers of these pupils, and diagnosis and programs of instruction for individual pupils. Pupils who had attended at least 75% of their regular mathematics classes demonstrated a median gain of one instructional level in five months; pupils who had attended less than 75% of their regular mathematics classes did not. For this sample, attendance at regular mathematics classes had a differential effect on pupils' achievement. However, no explanation was found for the lack of a relationship between percentage of attendance at remediation sessions and gains in achievement level.
- 1976-1977** Comprehensive Mathematics "B" was fully implemented and successful in improving the computational skills of selected Title-I-eligible pupils in Grades 7-9. Of the 3,387 pupils invited to remediation sessions, 24% scored at or above the 16th percentile on the Mathematics Computation section of the CAT. Pupil achievement was related to attendance at regular mathematics classes and at remediation sessions. Pupils who attended their mathematics classes and remediation sessions regularly achieved a 29% reduction in number of pupils scoring below the 16th percentile. This reduction greatly exceeded the project's goal.
- 1977-1978** Comprehensive Mathematics "B" was fully implemented and successful in improving the computational skills of selected Title-I-eligible pupils in Grades 7-9. Regular attendance at remediation sessions

and mathematics classes had a positive impact on pupil achievement. Of the 952 pupils who had scored below the 16th percentile in 1977, the number of pupils scoring below the 16th percentile was reduced by 38%. Among the 232 pupils who had scored between the 16th and 25th percentiles in 1977, 54% maintained or exceeded their 1977 percentile ranks.

- 1978-1979** On the Mathematics Computation section of the California Achievement Test, 53% of the regularly attending pupils exceeded their February 1978 percentile ranks in February 1979. Of those pupils with less regular attendance, 47% showed such progress. Among pupils who had scored below the 16th percentile in 1978, 28% of the regular attenders scored at or above the 16th percentile a year later while only 18% of pupils with less regular attendance did so.
- 1979-1980** When pupil CAT scores were compared for 1979 and 1980, 59% of the pupils with good attendance exceeded their 1979 percentile ranks. Of the pupils scoring below the 16th percentile in 1979, 32% were able to improve their rankings to the 16th percentile or above in the February, 1980 testing. Thus, observations and data indicate that this project is operating as planned.
- 1980-1981** *(Preliminary findings) The Junior High School/Middle School Mathematics Program is operating as planned. Classes were organized and were operated as scheduled in the time line. Predata has been submitted to the evaluation team. This project is expected to continue to meet the stated objectives.*

#### PARTICIPATING SCHOOLS

- District 1: Sayre, Shaw, Sulzberger, Tilden  
District 2: Audenried, Barratt, Vare, Vaux  
District 4: FitzSimons, Gillespie, Rhodes, Shoemaker, Strawberry Mansion  
District 5: Jones, Penn Treaty, Stetson, Stoddart-Fleisher, Wanamaker  
District 6: Pickett, Roosevelt  
District 7: Cooke, Pennsylvania Advancement

COMPREHENSIVE MATHEMATICS PROJECT  
SENIOR HIGH SCHOOL MATHEMATICS SPECIALISTS AND SKILL CENTERS

---

ADMINISTRATOR: Alexander Tobin/Alan Barson  
HEADQUARTERS: Room 311, 21st Street and Parkway  
TELEPHONE: 299-7811  
PBRS CODE: 11-04-523  
OPERATING YEARS: 1975-1981 (Formerly Mathematics "C")  
GRADES SERVED: 10-12  
NO. OF PUPILS: 3,500  
NO. OF SCHOOLS: 14  
NO. OF EMPLOYEES: Professional 25, Paraprofessional 11, Clerical 0  
CURRENT BUDGET: \$994,900  
EVALUATION TEAM: Arnold Escourt, Mildred Asano, Fleta B. Waters

---

KEY FINDINGS

- 1975-1976 The project was able to improve the computational skills of Title-I-eligible pupils in Grades 10-12. In the 10th-grade Mathematics Specialists program, 28% of the pupils who had attended at least 70% of their regular mathematics classes improved to the extent of scoring at or above the 16th percentile on the Mathematics Computation section of the California Achievement Tests (CAT). Percentage of attendance at remediation sessions also was directly related to pupil achievement. In the 11th- and 12th-grade Skill Centers program, 20% of the pupils who had attended at least 70% of their remediation sessions scored at or above the 16th percentile on the 1976 CAT.
- 1976-1977 Specialists Program Attendance at general mathematics classes and at remediation sessions was related to pupil achievement. Pupils who attended their remediation sessions and mathematics classes regularly, achieved a 23% reduction in number of pupils scoring below the 16th percentile on the Mathematics Computation section of the California Achievement Tests.
- Skill-Centers Program Attendance at remediation sessions had a positive impact on pupil achievement. Pupils who attended their remediation sessions regularly achieved a 22% reduction in number of pupils scoring below the 16th percentile on the CAT.
- 1977-1978 Comprehensive Mathematics "C" was fully implemented and successful in improving the computational skills of Title-I-eligible pupils in Grades 10-12. In the specialist program, pupils who attended their remediation sessions and mathematics classes regularly showed the most progress:

39% of the pupils who scored below the 16th percentile on the CAT in 1977 scored above the 16th percentile; 55% of the pupils who scored between the 16th and 49th percentiles maintained or exceeded their 1977 percentile ranks. Pupils in the other attendance groups achieved to a lesser extent.

In the Skill Center program, 29% of pupils who attended their remediation sessions regularly and who scored below the 16th percentile in 1977 scored at or above the 16th percentile in 1978. Among regularly attending pupils who scored between the 16th and 25th percentiles in 1977, 54% maintained or exceeded their percentile ranks.

**1978-1979** Pupils who had scored below the 16th percentile in 1978 improved their scores in 1979 with improvement being more likely for pupils who attended remediation sessions regularly. In the Mathematics Specialists program 29% of the regular attenders and 13% of the low attenders raised their percentile ranks to or above the 16th percentile in 1979. For pupils in the Skill Center program the comparable figures were 26% and 10%.

**1979-1980** Pupils who attended both programs benefitted. Of those Specialist program pupils with 70% attendance, 53% improved their percentile rankings based on the 1980 California Achievement Tests scores, and 24% of those who had scored below the 16th percentile now scored at or above the 16th percentile. In the skill centers, 61% of the pupils who attended regularly, exceeded their 1979 scores. Clearly, this project is helping those high school pupils who attend and take advantage of the instruction provided to them.

**1980-1981** *(Preliminary findings) The project is operating as planned. The monthly training sessions are being conducted and preliminary data have been collected from participating teachers. The project is expected to attain all objectives.*

#### PARTICIPATING SCHOOLS

District 1: Bartram, University City, West Philadelphia  
District 2: Bok, Franklin Sr. High, Franklin Learning Center, Furness, South Philadelphia  
District 4: Dobbins, Gratz, Strawberry Mansion  
District 5: Edison, Kensington, Penn

**DISTRICT 1 READING**  
(A Component of the COMPREHENSIVE READING PROJECT)

---

|                         |                                                                |                   |           |
|-------------------------|----------------------------------------------------------------|-------------------|-----------|
| <b>ADMINISTRATOR:</b>   | Parthenia Twisdale                                             |                   |           |
| <b>HEADQUARTERS:</b>    | Locke School                                                   |                   |           |
| <b>TELEPHONE:</b>       | EV 6-8540                                                      |                   |           |
| <b>PBRs CODE:</b>       | 11-02(18, 03, 04, 05)-571                                      |                   |           |
| <b>OPERATING YEARS:</b> | 1970-1981                                                      |                   |           |
| <b>GRADES SERVED:</b>   | K-12                                                           |                   |           |
| <b>NO. OF PUPILS:</b>   | Elementary 7,788, Secondary 5,233                              |                   |           |
| <b>NO. OF SCHOOLS:</b>  | Elementary 25, Secondary 8                                     |                   |           |
| <b>TOTAL NO. OF</b>     |                                                                |                   |           |
| <b>EMPLOYEES:</b>       |                                                                | Elementary        | Secondary |
|                         | Professional                                                   | 4, 1 (part-time)  | 42        |
|                         | Paraprofessional                                               | 2,133 (part-time) | 5         |
|                         | Clerical                                                       | 1                 | 0         |
| <b>CURRENT BUDGET:</b>  | Elementary \$785,300, Secondary \$1,229,100, Total \$2,014,400 |                   |           |
| <b>EVALUATION TEAM:</b> | Thomas J. Clark, Harry Vincenzi                                |                   |           |

---

**KEY FINDINGS**

- 1975-1976** In general, there was continuity of services and materials from previous years and a strengthening and consolidation of effort by the District Reading Team and the reading teachers.
- No great increases in students' test scores were observed, although improvements were seen, especially in the elementary grades, at the lower end of the distribution. In other grades, previous gains were maintained across the distribution.
- 1976-1977** The Reading Program in District One continued to utilize the services and materials implemented in previous years. The District Reading team and the reading teachers attempted to address the specific needs of all pupils by increased staff development for professional and paraprofessional reading personnel.
- Although the objectives were not met, some improvement was evidenced in grades one, seven, ten, and twelve. Grades three, five and eleven maintained their 1976 progress. The remaining grades failed to maintain their achievement of former years.
- 1977-1978** District One continued the recent trend of reducing the proportion of pupils designated as Title-I-eligible. Five of six elementary grades and all six secondary grades in Title-I-eligible schools showed

reduced percentages of pupils scoring below the 50th and 25th percentiles respectively on the CAT-70 Total Reading subtest. Additionally, 10 of 12 grades maintained or improved the percentage of pupils scoring above the 50th percentile on the CAT-70 Comprehension subtest.

- 1978-1979 Eligible pupils in Title I schools received direct service from Title I reading aides at the elementary level and from teachers at the secondary level. Interviews with elementary teachers of Title I eligible children revealed that reinforcement and follow-up activities provided by the aides emphasized vocabulary skills at the primary level and comprehension skills at the intermediate level. Elementary teachers and reading aides received joint staff development. Substitute teachers provided released time for full-day staff development in several Title I schools. Achievement levels of Title I eligible pupils were maintained in kindergarten and maintained or increased in four of six secondary grades.
- 1979-1980 Pupils in all but one grade across District One Title I eligible schools experienced gains during the 1979-1980 school year on the SESAT and CAT. The large gains observed in the three intermediate grades (4-6) should be viewed in light of the generally small gains and losses found in previous years, and possibly reflect the emphasis placed on these grades by the District One Reading Office in their staff development activities. Even though gains were shown by the secondary schools in five of six grades, more than half of the students in grades 9-12 are still scoring below the 26th percentile on CAT Total Reading, indicating that the average student in these grades has serious reading skill deficiencies.
- 1980-1981 *(Preliminary findings) Title I children received supplementary reinforcement and instruction from Title I aides and/or Title I teachers. This year, District I added four satellite centers to provide additional reinforcement in remedial reading. The teachers work with Title I children providing instruction in sustained silent reading, writing, responding to literature, and oral language activity.*

#### PARTICIPATING SCHOOLS

District 1: Elementary Schools

Barry, Belmont, Blankenburg, Bryant, Catto, Comegys, Daroff, Drew, Dunlap, Hamilton, Harrington, Harrity, Holmes, Huey, Lea, Locke, Longstreth, McMichael, E.S. Miller, Mitchell, Morton, Powel, Rhoads, M. Washington, Wilson.

Secondary Schools

Sayre, Shaw, Sulzberger, Tilden, Turner, Bartram, University City, West Philadelphia

**DISTRICT 2 READING**  
**(A Component of the COMPREHENSIVE READING PROJECT)**

---

**ADMINISTRATOR:** Rhonda H. Lauer  
**HEADQUARTERS:** Drexel School  
**TELEPHONE:** 299-7205  
**PBRs CODE:** 11-02 (18, 03, 04, 05)-572  
**OPERATING YEARS:** 1970-1981  
**GRADES SERVED:** K-12  
**NO. OF PUPILS:** Elementary 5,305, Secondary 5,213  
**NO. OF SCHOOLS:** Elementary 24, Secondary 9  
**TOTAL NO. OF EMPLOYEES:**

|                  | Elementary        | Secondary |
|------------------|-------------------|-----------|
| Professional     | 4, 1 (part-time)  | 36        |
| Paraprofessional | 2, 76 (part-time) | 4         |
| Clerical         | 2                 | 0         |

**CURRENT BUDGET:** Elementary \$635,400, Secondary \$1,056,200, Total \$1,691,600  
**EVALUATION TEAM:** James P. Comerford, Margaret F. Carnvale

---

**KEY FINDINGS**

- 1975-1976** The project was fully implemented, and all of its objectives were partially or fully attained. The Sight and Sound Phonics Inventory results in 1976 indicated the success of the district's stress on teaching phonics to all pupils in Grade 3 and to low-scoring pupils in Grades 7-12. Standardized test results indicated that Grades 1 and 2 were at or near national norms. Secondary pupils (specifically Grades 7, 9, and 12) have shown particular improvement over previous years' scores.
- 1976-1977** In general, pupils showed greater improvement in Comprehension scores than in Vocabulary scores. This is a reversal of the pattern of change scores over the past few years.
- Over the seven years of the project, more positive gains have been evidenced with the lower scoring pupils. This is true particularly in secondary grades. In 1977, for example, three of the six secondary grades showed improvement in the percent scoring above the national 16th percentile, while no grades showed improvement in the percent scoring above the national 50th percentile.
- 1977-1978** Over the eight years of the project, more positive gains have been evidenced with lower scoring pupils. In 1978, for example, 8 of 12 grades showed an improvement of 2% or more in the percent scoring above the national 25th percentile, while only 5 of 12 grades showed improvement of 2% or more in the percent above the national 50th percentile.

In previous years, greater progress was seen in the elementary grades than in the secondary grades. In 1978, however, the reverse is true. In the secondary grades (7-12) positive changes over 1977 results have been greater and more consistent than in any other year of the project. That is, 5 of 6 grades increased the percent above the national 15th percentile and above the national 25th percentile. Four of six grades increased the percent above the national 15th percentile (over 1977 results) by 8 or more percentage points. Grade 10 showed an increase of 10 percent.

**1978-1979** While some fluctuation in test results was observed among the grades, the general pattern of results in 1979 is comparable to the results of the past few years. The exceptionally high kindergarten results have been maintained since 1976. While the CAT scores in Grades 1-6 (below the national 16th percentile), and in Grades 7-12 (above the national 25th percentile) showed improvement over 1978 results in only a few grades, the overall results (1-6 combined, and 7-12 combined) were comparable to those of 1977 and 1978.

These results must be viewed in light of the fact that the 1978-1979 school year was particularly disruptive because of the repeated transfer of personnel.

**1979-1980** While some fluctuation in test results was observed among the grades, the 1980 CAT results are generally higher than any of the previous three years. While both vocabulary and comprehension CAT scores have improved over 1979, the comprehension mean score in 1980 was higher than vocabulary in 9 of 11 grades (Grade 1 was not compared because of the reliability of the comprehension subtest.) Results of the Sight and Sound Inventory in Grade 2 and 3 in Title I schools have improved for the first time in three years. CAT Language Usage results for Grades 1-6 indicate continued improvement over the scores of previous years.

**1980-1981** *(Preliminary findings) The Reading Program was implemented in accordance with the district's plan. Title I resources were allocated for personnel, supplementary materials, and staff development, serving Title I eligible students in all Title I schools. Diagnostic testing in both the elementary and secondary schools took place in the fall. The District Two Reading Team provided workshops and staff development at the school level covering Test-Taking Competencies, Oral Communication, Language Experience Approach, and Written Expression. The Title I Reading Aides met twice to receive staff development on the topics of Oral and Written Communication and Using Poetry to Reinforce Language Skills. The District Two Title I Writing Pilot has been expanded to include 13 classes in nine schools.*

*The emphasis of the program is to improve language skills in written expression. Language Skills Teachers are receiving monthly staff development. The Title I Parent's Advisory Council is scheduled to receive staff development at the District Office in February.*

#### PARTICIPATING SCHOOLS

District 2: Elementary Schools

Alcorn, Arthur, Bache, Bregy, Childs, Darrah, Girard/Poe, Jackson, Kane, Key, Kirkbride, Martin, McDaniel, Morris, Nebinger, Peirce, Reynolds, Smith, Southwark, Stanton, Vare, Waring, G. Washington, Wayne

Secondary Schools

Audenried, Barratt, Vare, Vaux, Bok, Franklin, Franklin Learning Center, Furness, South Philadelphia

**DISTRICT 3 READING**  
**(A Component of the COMPREHENSIVE READING PROJECT)**

**THE SCHOOL DISTRICT WAS REORGANIZED IN JULY 1980. DISTRICT 3  
WAS MERGED WITH DISTRICT 2.**

**KEY FINDINGS**

- 1975-1976** Despite major changes in the secondary Title I component, Grades 10-12 failed to show improvement over the previous year. The elementary and junior high results continued to improve generally. Five of nine grades showed an all-time high proportion of students at or above the national 16th percentile on the CAT Vocabulary sub-test since the 1970-1971 school year.
- 1976-1977** Improvement in general reading scores was found in both elementary and secondary levels. Deficiencies in some specific skills were documented for remediation.
- 1977-1978** The general pattern of CAT results for 1978 indicates that the gains of the previous year, have for the most part been retained, and in many cases increased. Particular improvement occurred at grade nine where the percent below the 16th percentile decreased by 4%, the percent below the 26th percentile decreased by 7%, and the percent above the 50th percentile increased by 6%. A notable exception to the improved scores was grade 12 which increased the percent below the 16th percentile (8%) and the 26th percentile (7%), and decreased the percent above the 50th percentile (4%).
- In 1978, greater progress was seen with lower scoring pupils. Six of twelve grades decreased by 2% or more the percent of pupils below the national 16th percentile; 7 of 12 decreased by 2% or more the percent below the national 26th percentile; but only 3 of 12 grades increased by 2% or more the percent above the national 50th percentile. It must be noted that in Title I schools (grades 1-6) only those pupils who had previously scored below the 50th percentile received Title I services, and in grades 7-12 only those pupils who had previously scored below the 26th percentile received Title I services.
- 1978-1979** The general pattern of district-wide, Title I results in Grade 1-6 indicates that the improved test scores of the past few years have been maintained in 1979. Grades 1 and 2 continue to score above national norms. Grade 6 attained the lowest proportion below the national 16th percentile in five years, and Grade 3 equaled the lowest proportion below the 16th percentile for that grade since 1974.

The percentage of pupils who mastered the Dolch Sight Word List was the second highest since 1974. The percentage of fourth-grade pupils who mastered the Sight-Sound Inventory in 1979 was the highest in three years.

1979-1980 In general, the improved test results of the past few years in Grade K-12 have been maintained in 1980. In a number of grades, these results are higher than in any previous year. In Grades 3 and 4 improvement was made in scores on locally administered tests (Dolch Sight Word List and Sight and Sound Inventory). In the vocabulary subtest, the most notable improvements occurred with lower scoring pupils in Grades 4, 6, 7, 8 and 12.

#### PARTICIPATING SCHOOLS

NOT APPLICABLE

**DISTRICT 4 READING**  
(A Component of the COMPREHENSIVE READING PROJECT)

---

**ADMINISTRATOR:** Doris Peltzman  
**HEADQUARTERS:** L. P. Hill School  
**TELEPHONE:** CE 5-1706, -7  
**PBRS CODE:** 11-02(18, 03, 04, 05)-574  
**OPERATING YEARS:** 1970-1981  
**GRADES SERVED:** K-12  
**NO. OF PUPILS:** Elementary 6,489, Secondary 4,494  
**NO. OF SCHOOLS:** Elementary 25, Secondary 7  
**TOTAL NUMBER OF EMPLOYEES:**

|                  | Elementary        | Secondary |
|------------------|-------------------|-----------|
| Professional     | 12, 1 (part-time) | 29        |
| Paraprofessional | 4, 88 (part-time) | 2         |
| Clerical         | 1                 | 0         |

**CURRENT BUDGET:** Elementary \$982,300, Secondary \$831,800, Total \$1,814,100  
**EVALUATION TEAM:** Thomas J. Clark, Harry Vincenzi

---

**KEY FINDINGS**

- 1975-1976** The project was fully implemented in 1975-1976. An increased number of students were tested in 1976, particularly at the secondary school level. There was an increase in the number of regularly appointed reading teachers, all of whom received intensive preliminary and ongoing staff development. Students identified as having significant educational deficiencies in reading in Grades 3, 4, 5, 7, 11, and 12 improved in reading as measured by the CAT.
- 1976-1977** Objectives for grades four and five were attained. Some progress was noted in grades 7-12, where the percent of students scoring at or below the 15th percentile decreased; there was a corresponding increase in the percent of students scoring between the 16th and 49th percentile. While this improvement was not enough to meet the stated objectives, it gave evidence of growth in secondary schools. Year three students failed to match 1976 achievement.
- 1977-1978** The percentage of students scoring below the Title I eligibility criteria continued to be reduced as in past years. Five of six elementary grades and four of six secondary grades across Title-I-eligible schools had reduced percentages of pupils scoring below the 50th and 25th percentiles respectively on the CAT-70 Total Reading subtest. Grades 8, 9, 10 and 11 achieved an 8% average reduction in the percentage of students below the 25th percentile. Increased emphasis on comprehension skills instruction may have resulted in the consistent gains made across grades in the percentage of students above the 50th percentile on the Comprehension subtest of the CAT-70.

- 1978-1979 Title I eligible children received supplementary reinforcement in reading skills from Title I reading aides or reading teachers in all Title I elementary schools and from Title I teachers in all Title I secondary schools.
- 1979-1980 The six District Four Title I Reading Centers and the three Prescriptive Learning Centers were fully implemented at the elementary level. Increase in the level of reading achievement attained by the students in the six Reading Centers gives hope that, with expansion to seven Reading Centers and with a full year of operation for the three Prescriptive Learning Centers, the levels of reading achievement in the elementary grades will increase in the coming year.
- 1980-1981 *(Preliminary findings) The six District IV Title I Reading Centers were fully implemented this year. The Reading Center teachers received extensive staff development in the use of Botel materials. The use of these materials will add more structure to the Reading Centers. Three Title I Prescription Learning Centers are in their second year of operation, providing extensive remedial work for low achieving elementary school students.*

#### PARTICIPATING SCHOOLS

##### District 4: Elementary Schools

Blaine, Carver, Cassidy, Cleveland, Dick, F. Douglass, Duckrey, Gideon, Hanna, Heston, Hill, Kelley, Kenderton, Lehigh, Leidy, Meade, Overbrook, Overbrook S.F.B., Peirce, Pratt-Arnold, Sartain, Stanton, Walton, Whittier, Wright

##### Secondary Schools

FitzSimons, Gillespie, Rhodes, Shoemaker, Dobbins, Gratz, Strawberry Mansion

**DISTRICT 5 READING**  
(A Component of the COMPREHENSIVE READING PROJECT)

---

**ADMINISTRATOR:** Robert Shatzer  
**HEADQUARTERS:** District 5 Education Services Center  
**TELEPHONE:** 229-2702  
**PBRs CODE:** 11-02(18, 03, 04, 05)-575  
**OPERATING YEARS:** 1970-1981  
**GRADES SERVED:** K-12  
**NO. OF PUPILS:** Elementary 7,465, Secondary 6,444  
**NO. OF SCHOOLS:** Elementary 31, Secondary 8  
**TOTAL NUMBER OF EMPLOYEES:**

|                  | Elementary         | Secondary |
|------------------|--------------------|-----------|
| Professional     | 7, 4 (part-time)   | 43        |
| Paraprofessional | 2, 123 (part-time) | 3         |
| Clerical         | 1, 1 (part-time)   | 0         |

**CURRENT BUDGET:** Elementary \$945,600, Secondary \$1,172,300, Total \$2,117,900  
**EVALUATION TEAM:** Alan H. Solomon, Joseph E. Wroblewski

---

**KEY FINDINGS**

- 1975-1976** Over the district, a slight loss in CAT scores occurred between 1975 and 1976. Further analysis revealed that each of the first four grades improved. Moreover, this improvement has been consistent since the inception of the District 5 Reading Project in 1970.
- On the other hand, secondary student performance has declined. This phenomenon has offset the rise in the lower elementary grades and negatively affected the overall district ratings. More intensive secondary school monitoring by program personnel has been planned for next year.
- 1976-1977** Considering the 1976 and 1977 CAT results, no significant changes took place. Grades 1 through 3 had shown tremendous progress from 1970 to 1976. This year, however, the trend did not continue at the same rate.
- Title I monies were used to fund reading aide positions and purchase materials and supplies. The District's Language Skills Teachers felt that the aides made a strong contribution to student progress.
- 1977-1978** Of 15,273 pupils, 12,113 (79%) scored below the national median on the Total Reading portion of the California Achievement Test. Smaller percentages occurred in the early elementary grades; an area where the District has concentrated its efforts through the course of the

reading program. The growth shown in grades 1, 2, and 3 in the earlier years of the program has appeared to stabilize. This year grade 1 was at the national 50th percentile while grade two was slightly below. Grade 3 was considerably below this point. It should be noted that while percentages projected in objectives were not realized, in most cases they missed attainment by no more than three or four percent.

- 1978-1979 Kindergarten students in Title I schools performed at a level above the national norms on the SESAT Letters and Sounds Subtest. Only 8.6% scored below the 16th percentile. Elementary school students in Grades 1-3 continued to demonstrate a higher level of achievement than the other students. This differential in performance may reflect the emphasis on early childhood education. Title I support has not yet influenced upper grade performance to the same degree.
- 1979-1980 Standardized test results for students in Title I schools reflect previously established patterns. The earlier years (Grades 1-3) continued to demonstrate a much higher level of achievement than the older students. This year 51% of Grades 1-3 students scored above the median on the Reading Comprehension subtest of the Cat; while only 10% of the students in grades 7-12 scored above the median. Three of the four objectives dealing with maintaining achievement levels spanning grades K-6 were attained; the secondary objective for grades 7-12 was not attained.
- 1980-1981 *(Preliminary findings) The District 5 Reading Plan is being implemented. Title I eligible students are receiving supplementary services from reading aides and are being provided with a variety of supplementary materials. Project supportive staff is providing development at both the school and district levels.*

#### PARTICIPATING SCHOOLS

District 5: Elementary Schools

Adaire, Bartlett, Boone, Brown, Carroll, Clymer, Cornman, Douglas, Dunbar, Elkin, Elverson, Fairhill, Ferguson, Hackett, Harrison, Hartranft, Hunter, Jefferson, Kearny, Ludlow, McKinley, Meredith, Moffet, Muhr, Potter-Thomas, Richmond, Sheppard, Spring Garden, Welsh, Willard-Powers, Wister

Secondary Schools

Jones, Penn Treaty, Stetson, Stoddart-Fleisher, Wanamaker, Edison, Kensington, William Penn

**DISTRICT 6 READING**  
(A Component of the **COMPREHENSIVE READING PROJECT**)

---

**ADMINISTRATOR:** Betty Ross  
**HEADQUARTERS:** East Falls School  
**TELEPHONE:** 849-3345  
**PBRs CODE:** 11-02(18, 03, 04)-576  
**OPERATING YEARS:** 1970-1981  
**GRADES SERVED:** K-12  
**NO. OF PUPILS:** Elementary 3,361, Secondary 510  
**NO. OF SCHOOLS:** Elementary 12, Secondary 3  
**TOTAL NUMBER OF EMPLOYEES:**

|                  | Elementary        | Secondary |
|------------------|-------------------|-----------|
| Professional     | 4, 1 (part-time)  | 5         |
| Paraprofessional | 2, 47 (part-time) | 2         |
| Clerical         | 1                 | 0         |

**CURRENT BUDGET:** Elementary \$461,900, Secondary \$191,500, Total \$653,400  
**EVALUATION TEAM:** David B. Wasserman

---

**KEY FINDINGS**

- 1975-1976** Title I schools made greater progress than non-Title-I schools in reducing the percentage of students below the 16th percentile. Most of this progress occurred in Grade 8. The one middle school which implemented a new program using professional reading teachers to provide small-group instruction in specific skills made gains in both Grades 7 and 8.
- 1976-1977** The Title I reading program provided reading instruction over and above the basic reading program to low achieving students in Title I eligible schools.
- Improved performance on the CAT occurred in kindergarten and in six of the eight grades served by the Title I reading program.
- The additional supportive service increased the emphasis on reading in Title I schools and enabled these schools to close the achievement gap between Title I and non-Title I schools.
- 1977-1978** The Title I Reading Program provided supplemental reading instruction to low achieving students in Title-I-eligible schools.
- Improved performance on the CAT occurred in grades 2, 3, 4 and 8. Performance on the CAT remained the same in year 1 and decreased slightly in grades 5 and 6. In grade 7 performance decreased substantially.

Kindergarten pupils attained a median mastery level of 1 as reported by teachers on the Pupil Competencies checklist.

Early childhood Title I parent workshops, a new component of the reading program, were successfully implemented.

**1978-1979** The Title I reading program provided supplemental instruction in specific reading skills to low achieving students in Title I schools. The median level of achievement of kindergarten pupils Competencies was Level 1. The objectives measured by the California Achievement Test were not met. Fewer first and second graders scored below the median on the Total Reading subtest in 1979 than in 1978. In Reading Comprehension, students equaled the 1978 results in both Grades 3 and 4.

**1979-1980** The Title I reading program provided supplemental instruction in specific reading skills to low achieving students in Title I schools. The median level of achievement of kindergarten pupils on the Pupils Competencies was Level 1. The objectives measured by the California Achievement test were met in four of the eight grades (2, 5, 7, and 8).

**1980-1981** *(Preliminary findings) The District 6 Reading Plan is being implemented. Interviews with Reading Teachers and classroom observations indicate that all Title I students are being provided with the supplementary services detailed in the District 6 Reading Plan. Staff development has taken place at both the school and district levels, with this year's emphasis being placed on the development of written and oral communication skills. Observations of instructional activities carried out by Title I personnel indicate a variety of approaches being used. Most of the part-time Reading Teachers observed conducted small group instruction placing emphasis on vocabulary and comprehension skill development. Aides generally worked with fewer students at one time, and focused primarily on decoding skills. A wide variety of supplementary Title I materials were observed in use.*

#### PARTICIPATING SCHOOLS

**District 6:** Elementary Schools  
Dobson, Emlen, Fulton, Kelly, Kinsey, Lingelbach, Logan, Mifflin, Pastorius, Pennell, Steel, Wister

Secondary Schools  
Pickett, Roosevelt, Germantown

**DISTRICT 7 READING**  
**(A Component of the COMPREHENSIVE READING PROJECT)**

---

**ADMINISTRATOR:** Soledad Gillespie  
**HEADQUARTERS:** Horn Curriculum Center  
**TELEPHONE:** JE 5-3531, -2  
**PBRs CODE:** 11-02 (18, 03)-577  
**OPERATING YEARS:** 1970-1981  
**GRADES SERVED:** K-12  
**NO. OF PUPILS:** Elementary 3,789, Secondary 959  
**NO. OF SCHOOLS:** Elementary 10, Secondary 3  
**TOTAL NUMBER OF EMPLOYEES:**

|                  | Elementary        | Secondary |
|------------------|-------------------|-----------|
| Professional     | 6, 1 (part-time)  | 5         |
| Paraprofessional | 3, 53 (part-time) | 13        |
| Clerical         | 1                 | 0         |

**CURRENT BUDGET:** Elementary \$555,200, Secondary \$340,700, Total \$895,900  
**EVALUATION TEAM:** Alan H. Solomon, Joseph E. Wroblewski

---

**KEY FINDINGS**

**1975-1976** Title I monies were used to fund paraprofessional positions and purchase instructional aids and materials. By virtue of this support, Title I schools were able to maintain their past achievement relationship with those schools not receiving such aid. No meaningful changes in national percentile rankings occurred. The Title I eligible schools maintained their relative rankings within the district.

**1976-1977** According to standardized test results, the District decreased the overall number of students scoring below the 50th percentile by 3% to 72%. In 1976, 75% scored below this point.

By third grade, over 90% of the students tested demonstrated mastery of initial consonants and final consonants. For rhyming words, 83% showed mastery. These three tests are included in Form A.

By sixth grade over 90% of the students tested demonstrated mastery in 3 of 6 Form B tests; blends, digraphs and three-letter combinations. The final sounds subtest was mastered by 86% of the students. The long and short vowels subtest was mastered by 74% and other vowels by 63%.

Over 90% of all pupils tested in Grades K-2 demonstrated mastery on the Alphabet Mastery Test.

- 1977-1978 While the kindergarten objective was not achieved, the percentage of students scoring below the median (28%) remained considerably below that of the nation as a whole. The trend in grades 1-8 indicates that improvement has been steady at a rate of 3% per year.
- 1978-1979 While the California Achievement Test objectives for Grades 1-9 were not attained, there was an overall 1% decrease from 1978 to 1979 in the percentage of students scoring below the median in Total Reading. In 1979, decreases were demonstrated by Grades 1, 2, 4, 5, and 7. In Grades 6, 8, and 9, the 1978 percentages were maintained.
- 1979-1980 All four of the Title I objectives were attained for the 1979-1980 school year. These objectives were maintenance level objectives. Standardized test results continue to indicate the high level of achievement for kindergarten (74% above the 50th percentile on the SESAT) and Grades 1-3 (52% above the 50th percentile on the CAT). The objectives for grades 4-6 and Grades 7-9 were also attained.
- 1980-1981 *(Preliminary findings) The District 7 Title I Reading Plan is being implemented. Supplementary materials are being used by eligible students. Reading aides are leading small groups in activities defined by the classroom teachers. Staff development, conducted by Title I staff personnel, is taking place at the school and district levels.*

#### PARTICIPATING SCHOOLS

- District 7: Elementary Schools  
Bethune, Birney, Cramp, Ellwood, Howe, McClure, Prince Hall, Smedley, Stearne, Taylor
- Secondary Schools  
Cooke, Pennsylvania Advancement School, Wagner

**READING SKILLS CENTERS**  
(A Component of the COMPREHENSIVE READING PROJECT)

---

**ADMINISTRATOR:** Ida Kravitz  
**HEADQUARTERS:** Room 320, 21st Street and Parkway  
**TELEPHONE:** 299-7787  
**PBRS CODE:** 11-02-666  
**OPERATING YEARS:** 1966-1981 (Formerly Improvement of Reading "A")  
**GRADES SERVED:** 3-7  
**NO. OF PUPILS:** 1,595  
**NO. OF SCHOOLS:** 14  
**NO. OF EMPLOYEES:** Professional 14, Paraprofessional 23, Clerical 1 (part-time)  
**CURRENT BUDGET:** \$717,500  
**EVALUATION TEAM:** Arnold Escourt, Fleta B. Waters\*, Mildred Asano

---

**KEY FINDINGS**

- 1975-1976** The Improvement of Reading Skills "A" and "B" project has continued to be implemented according to its planned mode of operation; however, Part "B" was reduced from eight pairs of schools to three pairs, primarily because of budgetary considerations. Although very deficient in reading skills, the children participating in the project were able to make excellent progress. Sixty-one percent of the pupils gained two book levels, equivalent to one year of reading progress, and 31% gained mastery of the phonics skills that were tested.
- 1976-1977** Of those pupils attending three times a week or more, 77% gained at least one book level. Forty-six percent of the pupils instead of the expected progress). The gain of 8.10 items (19.43%) nearly achieved the 20% phonics criterion. Twenty-seven percent of the pupils mastered at least 90% of the phonics items tested.
- 1977-1978** Of those pupils attending three times a week, 85% gained at least one book level and 46% instead of the expected 50% gained at least two instructional book levels on reading inventories administered by the teachers. The average gain of 4.7 items by first-year pupils fell short of the phonics criterion because of the unanticipated higher scores on a new phonics inventory using nonsense syllables as cues. Thirty-three percent of all pupils mastered at least 90% of the phonics items tested.
- 1978-1979** In comprehension skills, of the participating pupils who attended the program at least 45 minutes each day, three or more times a week, 90% gained at least one instructional book level, and 59% gained two or more book levels. These results were an improvement of more than 10% over the previous year.

1979-1980 In comprehension skills, of the participating pupils who attended classes at least 45 minutes each session, three or more times a week, 89% (more than the expected 75%) gained at least one instructional book level, and 64% (more than 35%) gained two or more book levels. In the phonics skills criterion, 45% of the pupils mastered at least 85% of the phonics items tested. Program participants tested with the 63-item Primary Vocabulary Assessment in May correctly responded to 72.4% of the items commensurate to their reading levels.

1980-1981 *(Preliminary findings) The reading skills centers are being implemented as designed. Center teachers are emphasizing the development of vocabulary skills this year. The project continues to improve the comprehension and phonics skills of low-achieving readers. It is expected that the project will attain its objectives.*

#### PARTICIPATING SCHOOLS

District 1: Belmont, Mitchell, Washington  
District 2: Martin, Smith, Key  
District 4: Kenderton, Peirce  
District 5: Clymer, Moffet  
District 6: Emlen, Wister  
District 7: Bethune, Smedley

**IMPROVEMENT OF READING SKILLS**  
(A Component of the COMPREHENSIVE READING PROJECT)

---

**ADMINISTRATOR:** Charles McLaughlin  
**HEADQUARTERS:** Room 204, 21st Street and the Parkway  
**TELEPHONE:** 299-7842  
**PBRs CODE:** 11-06-718  
**OPERATING YEARS:** 1968-1981  
**GRADES SERVED:** 2-8  
**NO. OF PUPILS:** Nonpublic 1,350  
**NO. OF SCHOOLS:** Nonpublic 41  
**NO. OF EMPLOYEES:** Professional 42, Paraprofessional 0, Clerical 0  
**CURRENT BUDGET:** \$759,500  
**EVALUATION TEAM:** Arnold Escourt, Fleta B. Waters\*, Mildred Asano

---

**KEY FINDINGS**

- 1975-1976** Both project objectives were attained. In reading achievement, 94% of the pupils (more than the expected 90%) gained at least one book level, and 80% (more than the expected 60%) gained at least two book levels in a year's time. The criterion for phonics mastery (a 20-point gain in the percentage of pupils attaining mastery) also was exceeded; there was a gain of 42 percentage points.
- 1976-1977** Project pupils exceeded the objective for phonics mastery (a 20-point gain in the percentage of pupils attaining mastery) by achieving 37 percentage points. However, in reading achievement, 85% of the pupils, instead of the expected 90%, gained at least one book level; 74% (more than the expected 60%) gained at least two book levels in a year's time.
- 1977-1978** The project objectives were fully attained. In reading achievement, 95% of the pupils (more than the expected 90%) gained at least one book level; 81% (more than the expected 60%) gained at least two book levels. Pupils in the program for one year or two years exceeded the criterion for phonics mastery (a 20-point gain in the percentage of pupils attaining mastery).
- 1978-1979** In reading achievement, 95% of the pupils (more than the expected 90%) gained at least one book level, and 77% (more than the expected 60%) gained at least two book levels. Pupils in the program for two years or less exceeded the phonics mastery criterion (a 20 point gain in the percentage of pupils attaining mastery) by 18 percentage points.

- 1979-1980** In reading achievement, of the participating pupils who attended classes at least 45 minutes each session, three or more times a week, 97% (more than the expected 90%) gained at least one instructional book level, and 84% (more than the expected 60%) gained two or more book levels. Pupils in the programs exceeded the phonics mastery expectation (a 20 point gain in the percentage of pupils attaining mastery) by 21 percentage points.
- 1980-1981** *(Preliminary findings) The project has been implemented as designed. One new site has been added. Project teachers are helping low-achieving readers improve their phonics and comprehension skills by providing remedial instruction. It is anticipated that the project will attain its objectives.*

#### PARTICIPATING SCHOOLS

**Nonpublic:** Cathedral, St. Anne, St. Anthony, St. Benedict, St. Bonaventure, St. Boniface, St. Bridget, St. Carthage, St. Edward, St. Elizabeth, Visitation, St. Vincent de Paul, St. Francis de Sales, St. Francis Xavier, St. Gabriel, Gesu, St. Gregory, St. Ignatius, Immaculate Conception B, St. Madeleine Sophie, St. Malachy, St. Michael, Most Blessed Sacrament, Most Precious Blood, Our Lady of Holy Souls, Our Lady of the Rosary, Our Lady of Victory, Our Mother of Sorrows, St. Paul, St. Peter Claver, St. Peter the Apostle, St. Philip Neri, St. Rita, St. Rose of Lima, Sacred Heart, St. Stephen, Transfiguration, St. Veronica, St. Mary Interparochial, St. Hugh, St. Thomas Aquinas.

OPERATION INDIVIDUAL  
(A Component of the COMPREHENSIVE READING PROJECT)

---

ADMINISTRATOR: Charles McLaughlin  
HEADQUARTERS: Room 204, 21st Street and the Parkway  
TELEPHONE: 299-7842  
PBRS CODE: 11-06-502  
OPERATING YEARS: 1972-1981  
GRADES SERVED: 9-10  
NO. OF PUPILS: Nonpublic 700  
NO. OF SCHOOLS: Nonpublic 6  
NO. OF EMPLOYEES: Professional (Full-time 6, Part-time 1),  
Paraprofessional 27 (part-time), Clerical 0  
CURRENT BUDGET: \$329,700  
EVALUATION TEAM: Louis Schiener, Anne Lukshus, Lenore Silverman\*

---

KEY FINDINGS

- 1975-1976 Gains in Total Reading and Reference Skills scores on the Comprehensive Tests of Basic Skills indicated that the intensive service component did not attain its objectives of improving the students' reading skills and abilities to use reference materials. However, the test results indicated that the supportive service component did attain its objectives of improving students' reading skills and abilities to use reference materials.
- 1976-1977 Quarterly ratings by teachers indicated that students receiving supportive service were making the desired progress in developing their reading skills and that recipients of intensive service were acquiring the skills necessary for success in reading, mathematics, English, and social studies classes. Both groups of students were rated as showing the expected degree of responsibility for their own academic success. Thus, both objectives involving teachers' ratings of student progress were fully attained.
- 1977-1978 Although test results for the average student in the project fell short of the stated objective, the average 9th grade student showed a greater gain than the average 10th grade student (0.4 vs -0.1).

The lack of attainment of the stated objective may have been due to the appropriateness of the test levels selected, the lack of comparability between the project participants and the norming population, and/or the lack of congruence of the instructional materials and the achievement measure. Immediate attention should be given to the selection of a more appropriate measure of reading achievement.

- 1978-1979    The mean rate of progress for grade 9 students was 12 months (1.2 G.E.'s); for grade 10 students it was 5 months (0.5 G.E.'s).
- 1979-1980    During the current school year, one school was added to the project and, in addition to providing services to ninth grade students, intensive reading services were provided to tenth grade students in four schools. The objective was attained for ninth grade students, but not for tenth grade students. It should be noted that tenth grade students in two of the four schools attained the objective.
- 1980-1981    *(Preliminary findings) Monitoring at all six project schools suggests that the Operation Individual project is fully operational. Pretesting has been completed for 9th and 10th grade student participants. Posttest results are expected to indicate attainment of the project's objective.*

#### PARTICIPATING SCHOOLS

Nonpublic:    Hallahan, West Catholic Boys, West Catholic Girls, Roman Catholic, Mercy Vocational, Little Flower

**PRIMARY READING SKILLS CENTERS**  
(A Component of the COMPREHENSIVE READING PROJECT)

---

**ADMINISTRATOR:** Charles McLaughlin  
**HEADQUARTERS:** Room 204, 21st Street and the Parkway  
**TELEPHONE:** 299-7842  
**PBRs CODE:** 11-06-719  
**OPERATING YEARS:** 1969-1981  
**GRADES SERVED:** K-4  
**NO. OF PUPILS:** Nonpublic 200  
**NO. OF SCHOOLS:** Nonpublic 2  
**NO. OF EMPLOYEES:** Professional 2, Paraprofessional 2, Clerical 0  
**CURRENT BUDGET:** \$95,000  
**EVALUATION TEAM:** Arnold Escourt, Fleta B. Waters\*, Mildred Asano

---

**KEY FINDINGS**

**1975-1976** The Primary Reading Skills Centers project was fully implemented at both sites. Overall, participating pupils showed gains in reading ability. The instructional reading levels of 56% of the project pupils increased at least two book levels in a year; the expected 90% increased at least one book level during the same period. The criterion for phonics mastery (a 20-point gain in the percentage of pupils achieving mastery) was exceeded by 26 percentage points.

**1976-1977** Eighty-one percent (less than the expected 95%) of first-grade pupils tested at the St. Stephen Center achieved the 96% mastery criterion on the Alphabet Recognition Test. The Botel Phonics mastery criterion (a 20-point gain in the percentage of pupils achieving an 80% mastery level) was exceeded by eight percentage points (or a total gain of 28 percentage points).

Based on the Informal Reading Inventory scores, the instructional reading levels of 71% of participating second- through fourth-grade pupils increased at least one book level during the year; 15% increased at least two book levels during the same time. Although the goals (90% of the pupils to gain one level and 60% to gain two levels) were not reached, the gains were substantial enough to be considered educationally significant for this disadvantaged population.

**1977-1978** This reading program, provided to pupils in first to fourth grades at two centers, continues to help low-achieving children improve their reading skills. In first grade, most pupils had mastered the letters of the alphabet. In grades two through four, by the end of

the year, 41% of the pupils had mastered 80% of the phonics items tested and 60% had progressed through two book levels, which is the expected reading growth for pupils without reading difficulties.

- 1978-1979** In first grade 92% of the pupils achieved the 90% mastery criterion on the Alphabet Recognition Test. Project pupils in grades two through four exceeded the criterion for phonics mastery (a 20-point gain in the percentage of pupils attaining mastery). Based on the informal reading inventories administered by the center teachers to project pupils in grades 2-4, 81% (more than the expected 50%) gained at least two book levels within a year.
- 1979-1980** In kindergarten 85% of the pupils achieved the 60% mastery criterion, and all first grade pupils attained the 90% mastery criterion on the Alphabet Skills Test. Project pupils in grades two through four exceeded the criterion for phonics mastery (a 20-point gain in the percentage of pupils attaining mastery). Based on the informal reading inventories administered by the center teachers, 75% of the pupils in grades 2-4 (more than the expected 50%) gained at least two book levels. The gain in reading achievement of two instructional book levels within a school year is equivalent to the expected reading growth for pupils without reading difficulties.
- 1980-1981** *(Preliminary findings) The primary reading skills centers are being implemented as designed and are fully operational. Project teachers persevere in developing pupils' basic reading skills by providing additional remedial instruction. Center teachers are collecting data from first and second grade project pupils to determine baseline levels of attainment in phonics and comprehension. It is anticipated that project objectives will be attained.*

#### PARTICIPATING SCHOOLS

Nonpublic: Our Lady of Mercy, St. Columba

## READING IMPROVEMENT THROUGH TEACHER EDUCATION

---

ADMINISTRATOR: Hilda K. Carr  
HEADQUARTERS: Fifth and Luzerne Streets  
TELEPHONE: 228-3105  
PBRS CODE: 11-06-537  
OPERATING YEARS: 1972-1981  
GRADES SERVED: K-10  
NO. OF PUPILS: In-service staff-development project for 268 teachers (7,671 pupils)  
NO. OF SCHOOLS: 50  
NO. OF EMPLOYEES: Professional 13, Paraprofessional 0, Clerical 1  
CURRENT BUDGET: \$440,200  
EVALUATION TEAM: Marion Kaplan, Janice Atkins, Mildred Asano, David Patton

---

### KEY FINDINGS

- 1975-1976 Project records revealed that the RITE staff was successful in delivering services pertaining to specific reading-instruction skills to individual classroom teachers. Results of two administrations of the RITE Case Study Instrument indicated that both primary and intermediate grade teachers increased their skills in using test results for instruction. Intermediate teachers also increased their skills in planning a DRA.
- 1976-1977 The RITE project's intended mode of operation was fully implemented. In its elementary school component, RITE reading specialists provided in-service training through workshops and individual consultation to hundreds of primary and intermediate grade teachers. They also assisted principals and reading coordinators organize their school reading programs. RITE kindergarten specialists trained teachers to enhance pupils' reading readiness through workshops, meetings, and individual service contacts focusing on readiness-skill instruction.
- Review of Contact Frequency Reports revealed the RITE staff successfully completed almost 5,000 individual service contacts to elementary and kindergarten teachers pertaining to specific reading-instruction skills.
- 1977-1978 The project also resulted in observable positive changes in the teaching behaviors (in reading approaches, diagnosis and prescription, creation of independent activities, and classroom organization and management) of project participants. Characterized by intensive group and individual inservice training, the RITE project continued to meet its goals of ongoing improvement in participants' reading and reading-readiness instruction.

- 1978-1979 Overall, RITE consultants provided high quality service to individuals and groups of teachers who participated in the project. Teachers at all grade levels as well as building reading coordinators and school administrators reported high levels of satisfaction with RITE services. The most outstanding RITE services appeared to be the individualization of all consultative help to meet the diverse needs of the Title-I-eligible students of the teacher "service consumers."
- 1979-1980 More than the expected proportion of new teachers attained mastery level scores on the RITE Test of Reading Knowledge. Secondary teachers receiving RITE services reported the implementation of reading activities in teaching content subjects to a greater degree than did a comparison group of teachers. The objective regarding intermediate grade teachers' implementation of reading in the content areas was not attained. Programmatic changes and revisions to the measuring devices have been planned for the 1980-1981 school year.
- 1980-1981 *(Preliminary findings) All three components are fully operational. Individual and group in-service training are being provided to teachers and administrators at kindergarten, elementary, and secondary levels. The elementary training module for reading in the content area has been redesigned, and the measuring instrument for this module is being revised. New teachers' mean pretest score on the RITE Reading Knowledge Test was 20. It appears that all project objectives for 1980-1981 will be attained.*

#### PARTICIPATING SCHOOLS

Nonpublic: Cathedral, St. Agatha, St. Anne, St. Benedict, St. Bonaventure, St. Boniface, St. Carthage, St. Charles, St. Columba, St. Veronica, St. Edward, St. Elizabeth, St. Francis de Sales, St. Francis of Assisi, St. Francis Xavier, St. Gabriel, Gesu, St. Ignatius, Immaculate Conception B, Incarnation, St. Madeline Sophie, St. Malachy, St. Michael, Most Precious Blood, Our Lady of Holy Souls, Our Lady of Mercy, Our Lady of the Rosary, Our Lady of Victory, Our Mother of Sorrows, St. Paul, St. Peter Claver, St. Peter the Apostle, St. Rita, St. Rose of Lima, Sacred Heart, St. Stephen, St. Vincent de Paul, Visitation, Transfiguration, John W. Hallahan, Roman Catholic, West Catholic Boys, West Catholic Girls, Mercy Vocational, Little Flower, St. Thomas Aquinas, St. Henry, St. Anthony, Holy Child, Holy Name, St. Hugh

**SUMMER READING READINESS**  
(A Component of the COMPREHENSIVE READING PROJECT)

---

**ADMINISTRATOR:** Charles McLaughlin  
**HEADQUARTERS:** Room 204, 21st Street and Parkway  
**TELEPHONE:** 299-7842  
**PBRs CODE:** 11-06-651  
**OPERATING YEARS:** 1972-1981  
**GRADES SERVED:** K-1  
**NO. OF PUPILS:** Public 400, Nonpublic 1,200  
**NO. OF SCHOOLS:** Nonpublic 35  
**NO. OF EMPLOYEES:** Professional 106 (part time), Paraprofessional 0, Clerical 0  
**CURRENT BUDGET:** \$64,900  
**EVALUATION TEAM:** Louis Scheiner, Anne Lukshus, Lenore Silverman

---

**KEY FINDINGS**

- 1976** Of the 1,129 pre-first-year pupils who attended the project, 945 completed the Stanford Early School Achievement Test (SESAT) during the final three days of the project's duration. Eight hundred eleven of them attended at least 75% (21) of the project's half-day sessions. Of these 811 pupils, 508 (62.6%) attained the mastery score of 18 items correct out of a possible 28 items on aural comprehension.
- 1977** Of the preschoolers who attended at least three fourths of the project sessions and took the SESAT Aural Comprehension subtest, 68% earned the specified score of at least 18 correct items. Of the first graders who attended at least three fourths of the project sessions and were rated on the Diagnostic Profile and/or the Sight Word List, 57% made the specified gains in mastery of single vowels and consonants in various contexts, and 73% made the specified progress in word recognition. Thus, with each of its objectives calling for 60% of the pupils to meet its respective criterion, the project attained its objective for the pre-first-grade children and one of its two objectives for the low-achieving first graders.
- 1978** The Summer Reading Readiness project served 823 children about to enter first grade and 454 children who had completed the first grade with less-than-satisfactory academic achievement. The project was fully implemented in harmony with the Title I Application.
- 1979** Of the preschoolers who attended at least three-fourths of the project sessions and took the SESAT Aural Comprehension subtest, 66% earned the specified score of at least 18 correct items. Of the first graders who attended at least three-fourths of the project sessions

and were rated on the Diagnostic Profile and/or the Sight Word List, 61% made the specified gains in mastery of single vowels and consonants in various contexts, and 64% made the specified progress in word recognition.

1980

Of the preschoolers who attended at least three-fourths of the project sessions and took the SESAT Aural Comprehension subtest, 64% earned the specified score of at least 18 correct items. Of the first graders who attended at least three-fourths of the project sessions and were rated on the Diagnostic Profile and/or the Sight Word List, 57% made the specified gains in mastery of single vowels and consonants in various contexts, and 55% made the specified progress in word recognition.

Thus, with each of its objectives calling for 60% of the pupils to meet its respective criterion, the project attained its objective only for the pre-first-grade children in aural comprehension skills and nearly attained the remaining two objectives.

#### PARTICIPATING SCHOOLS

Nonpublic: St. Anne, St. Anthony, St. Bonaventure, St. Boniface, St. Carthage, St. Charles, St. Columba, St. Edward, St. Elizabeth, St. Francis of Assisi, St. Francis Xavier, Gesu, St. Henry, Holy Child, Holy Name, St. Hugh, Immaculate Conception, Incarnation, St. Malachy, Most Precious Blood, Our Lady of Holy Souls, Our Lady of Mercy, Our Lady of the Rosary, Our Lady of Victory, Our Mother of Sorrows, St. Peter the Apostle, St. Peter Claver, St. Philip Neri, St. Rita, St. Rose of Lima, Sacred Heart, St. Thomas Aquinas, Transfiguration, St. Veronica, Visitation

## COMPUTER USAGE IN INSTRUCTION

---

**ADMINISTRATOR:** Sylvia Charp  
**HEADQUARTERS:** 5th floor, Fifth and Luzerne Streets  
**TELEPHONE:** BA 9-9492  
**PBRs CODE:** 11-24-846  
**OPERATING YEARS:** 1966-1981  
**GRADES SERVED:** 1-9  
**NO. OF PUPILS:** 1,850  
**NO. OF SCHOOLS:** 22  
**NO. OF EMPLOYEES:** Professional 2, Paraprofessional 1, Clerical 1  
**CURRENT BUDGET:** \$183,600  
**EVALUATION TEAM:** Louis Scheiner, Anne Lukshus, Lenore Silverman

---

### KEY FINDINGS

**1975-1976** All four of the project's components were in full operation by midyear. Although the project did not meet all of its objectives, it provided successful reading experiences to Title I children who in the past have had little success in learning to read. The high rate of achievement shown on IRIs, phonics inventories, and the CAT Reading subtest provided further evidence of success. Adjustment of mastery criteria in future objectives was suggested to reflect better the reading levels of participating Title I eligible children.

**1976-1977** Participating elementary and secondary pupils showed achievement gains, although not always at the rate or levels of mastery specified.

Primary-grade children both surpassed expected rates of mastery on the Read-On Criterion Tests and made the expected gain on a group informal reading inventory. They did not meet the expected rates of mastery on the Sight and Sound Phonics Inventory at all grade levels. Likewise, secondary-grade children attained mastery on the Reading Competency Tests at the expected rate, but not on all specified parts of the Sight and Sound Phonics Inventory. Primary-grade children evidently participated too infrequently (once per week) and required more classroom help (an aide) to master the 15 skills expected.

**1977-1978** Over 93% of the reading comprehension tests and twice the expected number of blocks of mathematics materials were mastered following on-line instruction as indicated in the computer-given tests.

A cost-effectiveness study of the previous year's data showed a range of CMI costs per instructional hour from 8¢ to 40¢, as compared to more than 50¢ per hour in the traditional classroom.

1978-1979 All components of the project were fully implemented throughout the school year, and all objectives were completely attained.

The central system allowed a great deal of flexibility to schools and teachers for providing services to Title I students. The scheduling of students and retrieval of instruction from the large data bank were done at the behest of the local coordinators, while the central staff and Director continued in their role of providing overall project direction, technical assistance, curriculum services, and support.

1979-1980 Achievement gains in both reading and arithmetic surpassed the established criterion for elementary and secondary school students. Students who had received prior instruction on-line in the CMI reading program successfully completed 84% of unit posttests in the areas of sentence recognition, main ideas, inferences, determining relationships among paragraphs, and understanding causal connections.

1980-1981 *(Preliminary findings) The beginning reading program (entitled SABRE) was implemented in one school at the beginning of the school year. The reading comprehension program for 4th, 5th, and 6th graders (Project CARD) was implemented in 12 of the 14 centers as a service provided by the Reading Skills Project. The Instructional Management Program for 7th and 8th graders at the Rhodes school was implemented by one teacher in October, 1980 and by a second teacher in December, 1980. The math drill and practice program was implemented in seven (of eight) schools by December, 1980. It is anticipated that at least three of the four objectives will be fully attained. The delayed implementation of the Instructional Management Program, caused by long term illness of one teacher, may result in partially attainment of that components objective.*

#### PARTICIPATING SCHOOLS

District 1: Belmont, Mitchell, Shaw, Washington  
District 2: Martin, Peirce, Smith, Vare, Key  
District 4: Kenderton, Rhodes  
District 5: Clymer, Hunter, Moffet, Willard, Spring Garden  
District 6: Emlen, Wister  
District 7: Bethune, Pennsylvania Advancement School, Smedley, Stearne

## EDUCATION IN WORLD AFFAIRS

---

ADMINISTRATOR: Margaret Lonsetta  
HEADQUARTERS: World Affairs Council, Wanamaker's, 13th and Market Streets  
TELEPHONE: LO 3-5363  
PBRS CODE: 11-03-556  
OPERATING YEARS: 1966-1981  
GRADES SERVED: 6-12  
NO. OF PUPILS: Public 2,135, Nonpublic 490  
NO. OF SCHOOLS: Public 59, Nonpublic 12  
NO. OF EMPLOYEES: Professional 2, Paraprofessional 0, Clerical 2  
CURRENT BUDGET: \$200,300  
EVALUATION TEAM: Linda Brawner, Lisbeth R. Sklar\*, Elliott Bubis

---

### KEY FINDINGS

- 1975-1976 Gains in knowledge for elementary and junior high students could not be determined, because selection of participants, conducted in compliance with the August 1975 court order, resulted in a discrepancy between the reading level of the students and that of the project materials.
- This project enabled students to gain experiences and visit places they might never have seen. All classes were given the opportunity to visit the United Nations; selected high school students also went to Washington, D.C. Guest speakers of various nationalities and professional backgrounds visited the project's classrooms.
- 1976-1977 This project was fully implemented and provided participating students factual knowledge about important global problems and introduced the concept of interdependence. Instruction was organized into manageable six-week units in which written materials, charts, trips and guest speakers provided a multi-faceted approach. A significant number of senior high school students showed an increase in the number of facts they included about an EWA unit topic on a posttest; a significant increase was not evidenced in the posttest results of the junior high school group.
- 1977-1978 This project operated in general harmony with specifications stated in this year's proposal. Instruction was organized into manageable units in which written and audiovisual materials, charts, trips and guest speakers provided a multi-faceted approach. An analysis of test results for senior high students revealed a statistically significant increase in the mean scores on a posttest. It should be noted that the

results reflected a gain of only one item. The evaluation team recommended that future testing efforts include the establishment of mastery levels to provide a more meaningful indication of project impact. Students in Grades 6-9 were not tested this year because the elementary and junior high liaison teachers were not appointed by the School District until April.

The evaluation team concluded that this project continued to integrate educational practices with many of the finest available materials to provide a relevant, well-planned educational experience.

- 1978-1979 A significant number of elementary and junior high students showed the desired gain in subtest mastery. However, the desired mastery level gains by senior high students was achieved for only one subtest. A majority of all students tested showed an improvement in total test scores. The results of this testing effort are being examined for implications that will be used to guide future planning efforts.
- 1979-1980 The project continued their effort to coordinate Title I reading services with the EWA program by including the reading teachers in all staff development efforts and providing them with special materials. Students on all three levels were tested this year. A significant number of elementary and junior high students showed the desired gain in subtest mastery. The desired mastery level gain by senior high students was achieved for three of four subtests. A majority of all students showed an improvement in total test scores.
- 1980-1981 *(Preliminary findings) The EWA project is fully operational. All materials have been distributed and all activities are proceeding on schedule. The elementary program had a slower start because the liaison teacher was not appointed until December. Initial staff development workshops have been conducted. Pretesting has been completed as planned on all grade levels.*

#### PARTICIPATING SCHOOLS

- District 1: Belmont, Bryant, Comegys, Daroff, Huey, Locke, McMichael, Sayre, Sulzberger, University City, Washington, West Philadelphia
- District 2: Audenried, Bache, Bregy, Childs, Franklin, Kelley, Martin, Morris, Peirce, Penn, Vaux, Douglass, Franklin Learning Center, Bok, South Philadelphia
- District 4: Blaine, Blankenburg, Cleveland, Dobbins, FitzSimons, Gillespie, Gratz, Pratt-Arnold, Rhodes, Shoemaker
- District 5: Bartlett, Brown, Dunbar, Edison, Ferguson, Jones, Kensington, McKinley, Moffett, Penn Treaty, Stetson, Willard-Powers, Spring Garden, Kearney

District 6: Mifflin, Pennell, Pickett, Roosevelt, Steel, Wagner  
District 7: Smedley, Bethune, Pennsylvania Advancement School

Nonpublic: Cathedral, Gesu, Hallahan, Our Lady of Mercy, Roman Catholic,  
St. Elizabeth, St. Ignatius, St. Michael, St. Rose of Lima,  
West Catholic Boys, West Catholic Girls, St. Edwards

## ENGLISH TO SPEAKERS OF OTHER LANGUAGES

---

**ADMINISTRATOR:** Eleanor Sandstrom  
**HEADQUARTERS:** Room 300, 21st Street and Parkway  
**TELEPHONE:** 299-7791  
**PBRs CODE:** 11-02-551  
**OPERATING YEARS:** 1966-1981 (Originally English as a Second Language)  
**GRADES SERVED:** PK-12  
**NO. OF PUPILS:** Public 2,840, Nonpublic 595  
**NO. OF SCHOOLS:** Public 24, Nonpublic 8  
**NO. OF EMPLOYEES:** Professional 59, Paraprofessional 6, Clerical 2  
**CURRENT BUDGET:** \$1,717,490  
**EVALUATION TEAM:** Robert M. Offenberger, Bob Epstein, Carlos Rodriguez-Acosta

---

### KEY FINDINGS

- 1975-1976** The project was implemented according to plan, and attained both of its instructional objectives--pupil growth in ability to understand and produce spoken English. These Language skills were the main focus of the project.
- 1976-1977** Based on a variety of tests and analyses, evaluations have consistently indicated that participation in the program has had a significant impact on the rate of language acquisition. Analyses of cross-sectional data have indicated that pupils' understanding of the spoken language tended to increase with continued participation in ESOL beyond that which could be expected from the pupils' backgrounds (age, sex, grade, mother tongue) and their living in an English-speaking environment.
- 1977-1978** Analyses of cross-sectional data have indicated that pupils' understanding of the spoken language tended to increase with continued participation in ESOL beyond that which could be expected from the pupils' backgrounds (age, sex, grade, mother tongue) and their living in an English-speaking environment. Analysis of speaking competence showed that improvement was significantly related to exposure to the program.
- 1978-1979** The program was implemented in a manner consistent with the proposal. The data management system permitted identification and placement of pupils with the administration of fewer tests. Disparities in adherence to program exit policies were pointed out to the project director and corrective steps were taken. Analyses of an aural comprehension and two speaking tests suggested that the program improved pupil performance in both understanding and speaking English.

- 1979-1980**    Analysis of tests measuring pupil's speaking and understanding of English indicated that the rate of acquisition of these skills was accelerated by the project. Monitoring confirmed that instruction in the pupils' home languages was available at many project sites. A large number of newly immigrated Southeast Asian pupils were accommodated at some project sites.
- 1980-1981**    *(Preliminary findings) Monitoring at 7 sites confirm that the program is being implemented as planned. Teachers and principals report population shifts in the Hispanic community and an increase in the number of pupils born in Southeast Asia. The average class size is about 22 with larger classes at some of the sites serving mainly pupils from Southeast Asia. In one non-public school the total enrollment was very low. Site personnel report a higher attendance rate for ESOL pupils than for non-ESOL pupils.*

#### ENGLISH

#### PARTICIPATING SCHOOLS

- District 1:    Drew, Lea, University City High
- District 2:    Furness, Waring, South Philadelphia
- District 5:    Edison, Ferguson, Hunter, Jones, Kensington, Ludlow, McKinley, Moffet, Penn Treaty, Potter-Thomas, Sheppard, Stetson, Wanamaker, Welsh, Stoddard-Fleisher
- District 7:    Birney, Cramp, Pennsylvania Advancement, Taylor
- Nonpublic:    St. Bonaventure, St. Boniface, Cathedral, St. Edward, Hallahan, St. Peter Apostle, Roman Catholic, St. Veronica

## FOLLOW THROUGH (ESEA TITLE I COMPONENT)

---

ADMINISTRATOR: Leontine D Scott  
HEADQUARTERS: Room 510, 21st Street and Parkway  
TELEPHONE: 299-7659  
PBRs CODE: 11-01 (02)-699, 11-01 (02)-511  
OPERATING YEARS: 1968-1980 - Project terminated June 30, 1980.  
GRADES SERVED: K-3  
NO. OF PUPILS: 9,125  
NO. OF SCHOOLS: 42  
NO. OF EMPLOYEES: Professional 67, Paraprofessional 197, Clerical 3  
CURRENT BUDGET: \$4,786,100  
EVALUATION TEAM: Thomas McNamara, Judith Goodwin, John McKinney  
Anne Lukshus

---

### KEY FINDINGS

- 1975-1976 Seven of the 10 achievement objectives (focused on both regular and expansion programs) were at least partially attained. Fully attained were the five objectives having to do with maintenance of basic skill levels in Grades K-2 and improved performance over the previous year in Grades 3 and 4. The two objectives dealing with project pupils' performance in Grades 3 and 4 in comparison with that of district non-Follow-Through groups and total districts were partially attained. The three objectives not attained concerned comparative performance in Grades K-2 of project pupils and total district. As in the past, the Bank Street and Behavior Analysis Models were the highest-achieving overall. In 1975-1976 the Philadelphia Process Model generally exceeded the Parent Implemented Model, which in the past had ranked third among the models in performance.
- 1976-1977 Both the Original and the Expansion Programs are functioning well in general. Second grade performance in the expansion program is in need of improvement; but, it has only been in existence at this level for one year. Third grade performance in the original program, while continuing to improve, does not yet match the level of second grade performance. With respect to level of performance, the four highest achieving models continue to be Bank Street, Behavior Analysis, Parent Implemented and Philadelphia Process.
- 1977-1978 The U.S.O.E. ruling on the educational deprivation criterion had widespread negative effects on implementation and attainment of objectives in 1977-1978. The year is perhaps best regarded as a transition phase for both programs.

The Expansion Program's instructional objective regarding reduction of Second Grade percentages below the 50th %ile in Reading was partially attained. A similar objective regarding Third Grade performance in the original program was not attained nor was an objective regarding parent involvement.

**1978-1979** In both the Original and the Expansion Programs, the intended mode of operation was partially attained overall. Most sites in the two programs were considerably affected by the School District's two reorganizations this year.

The Original Program did not attain its parent involvement objective, but more than met the two criteria established for meeting the objective in the medical services area. The Expansion Program, likewise, more than met its objective in the mental health area.

**1979-1980** The Original Program partially attained its third grade improvement objective but the Expansion Program did not. In the parent involvement area, while both programs showed increased efforts, again the Original Program showed partial attainment of its objective while the Expansion Program did not show attainment.

The Original Program continued to show some positive impact in both improved achievement at third grade and in parent attendance at school meetings. The Expansion Program did not manifest this same degree of impact in these areas this past year.

This project was terminated June 30, 1980. The entire Expansion Program and 10 of the 14 schools in the Original Program were incorporated into Project Success.

#### PARTICIPATING SCHOOLS

District 1: Belmont, Drew, Locke, McMichael, Rhoads, Washington, Wilson  
District 2: Arthur, Carver, Meade, Reynolds, Stanton, Waring  
District 3: Bartlett, Kearny, Nebinger, Southwark, Spring Garden, Wister  
District 4: Blankenburg, Dick, Duckrey, Pratt, Stanton, Wright  
District 5: Dunbar, Elverson, Ferguson, Harrison, Hartranft, Hunter, Ludlow, McKinley, Moffet, Welsh  
District 6: Fulton, Kelly, Pastorius, Wister  
District 7: Bethune, Smedley, Taylor

## INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN

---

ADMINISTRATOR: Robert F. Magliano  
HEADQUARTERS: Room 204, 21st Street and Parkway  
TELEPHONE: 299-7842  
PBRS CODE: 11-05-587, 11-05-588  
OPERATING YEARS: 1968-1981  
GRADES SERVED: PK-12  
NO. OF PUPILS: Public 372, Nonpublic 643  
NO. OF SCHOOLS: 18 Institutions  
NO. OF EMPLOYEES: Contracted Service. Staff varies with each Institution  
CURRENT BUDGET: \$382,412  
EVALUATION TEAM: Louis Scheiner, Anne Lukshus, Lenore Silverman

---

### KEY FINDINGS

- 1975-1976 Both objectives dealing with students' gains in reading and/or mathematics skills were partially attained. The objectives addressing the length of time that programs would operate were partially attained. The objective about cultural trips was not applicable because of midyear changes in guidelines to emphasize basic skills. Consequently, intended services were provided to eligible children in reading and/or mathematics, and many children receiving these services were reported to have gained at least some additional knowledge.
- 1976-1977 Objectives dealing with students' gains in reading and/or mathematics skills were attained. Intended services were provided to eligible children in reading and/or mathematics, and many were reported to have improved.
- The evaluation results indicated that some programs did not maintain attendance sheets and descriptive logs.
- 1977-1978 The evaluation results indicated that services in reading and/or mathematics were provided to eligible children for half the current school year. These services were delayed until mid-year because of objections expressed by the United States Office of Education regarding the contractual arrangements between the School District and the various institutions. Both objectives dealing with students' gains in reading and/or mathematics skills were attained. Consequently, intended services (although delayed) were provided to eligible children in reading and/or mathematics, and many children receiving these services were reported to have gained some additional knowledge.

- 1978-1979** The objectives dealing with students' gains in reading (i.e., word recognition, oral reading and comprehension) and mathematics skills (i.e., fractions, addition, subtraction, geometry and multiplication) were attained. The objectives dealing with word problems and division showed an achievement rate of 72%, slightly less than the anticipated 75% level. The objectives addressing the length of time that programs would operate and the maintenance of descriptive logs were partially attained. Consequently, intended services were provided to eligible children in reading and/or mathematics, and the majority of children receiving these services were reported to have gained some additional knowledge.
- 1979-1980** Eligible Institutionalized students received basic skills instruction either individually or in small groups. While program implementation varied among the institutions, the objectives pertaining to students' gains in reading and mathematics skills were both attained. In each area, the achievement gain was at least twice as much as was expected.
- 1980-1981** *(Preliminary findings) The 18 participating institutions have hired staff and most of them are offering basic skills instruction in reading and/or in math as per the project's design. All children receiving project services have been pretested. It is anticipated that posttest results will indicate that the project's objectives have been attained.*

#### PARTICIPATING INSTITUTIONS

Association for Jewish Children, 1301 Spencer Street, 19141; LI 9-9000  
 Baptist Children's House, 1300 South 58th Street, 19143; SA 9-6511  
 Catholic Home for Girls, 6901 Woodland Avenue, 19142; SA 6-1110  
 Catholic Social Services, 222 N. 17th Street, 19103; 587-3906  
 Children's Aid Society of Pennsylvania, 311 South Juniper Street, 19107; KI 6-2990  
 Girard College, Girard & Corinthian Avenues, 19121; CE 6-6500  
 Methodist Home for Children, Monument Road at Belmont Avenue, 19131; TR 7-1925  
 Northern Home for Children, 5301 Ridge Avenue, 19128; IV 2-1423  
 Rebecca Gratz Club, 532 Spruce Street, 19106; 574-8650  
 St. Francis Vocational School Group Homes, Street Road and Bristol Pike, Bensalem, PA 19020; 638-9310  
 St. Joseph's Hall for Girls, 910 Church Lane, 19138; GE 8-9333  
 St. Joseph's House for Boys, 4821 Greene Street, 19144; 842-2100  
 St. Vincent's Home for Children, 6900 Greenway Avenue, 19142; SA 4-0203, 3995  
 St. Vincent's Orphan Asylum of Tacony, 7201 Milnor Street, 19135; MA 4-5600  
 St. Vincent's Residence, 6901 Woodland Avenue, 19142; SA 7-8200  
 Southern Home for Children, 3200 South Broad Street, 19145; DE 4-4319  
 Voyage House, 311 South Juniper Street, Suite 1000, 19107; 545-0166  
 Youth Service, Inc., 410 N. 34th Street, 19104; BA 2-3262

AIDE SERVICES - KINDERGARTEN  
(A Component of the COMPREHENSIVE READING PROJECT)

---

ADMINISTRATOR: Constance Clayton  
HEADQUARTERS: Room 226, 21st Street at the Parkway  
TELEPHONE: 299-7839  
PBRS CODE: 11-01-506  
OPERATING YEARS: 1966-1981  
GRADES SERVED: Kindergarten  
NO. OF PUPILS: 1,800  
NO. OF SCHOOLS: 30  
NO. OF EMPLOYEES: Paraprofessional 30  
CURRENT BUDGET: \$400,800  
EVALUATION TEAM: Linda Brawner, Lisbeth Sklar, Elliott Bubis

---

KEY FINDINGS

FOR KEY FINDINGS PRIOR TO 1979-1980, PLEASE SEE THE 1980 SUPPLEMENTARY EDITION OF THE DIGEST OF TITLE I EVALUATIONS.

1979-1980 The objectives of the project were fully attained. Observational check-list data and teacher interview data showed that direct and indirect services to pupils were provided as outlined in the project's planned method of operation. Staff development and training activities were again provided this year in an effort to help aides keep up with the latest techniques.

1980-1981 *(Preliminary findings) The public school comprehensive reading project (Kindergarten Aides) is operating according to plan. The evaluation team has attended Aide staff development and special school programs to acquaint parents with Aide services. Visits to kindergarten classrooms by the evaluation team are now in progress. The project objective should be attained again this year.*

PARTICIPATING SCHOOLS

District 1: Daroff, Dunlap, Harrington, Huey, Lea, Longstreth, Mitchell, Morton, Bryant, Harrity  
District 2: Alcorn, Bache, Bregy, Darrah, Gideon, Girard-Poe, Wayne, Key, Washington  
District 4: Kenderton, Lehigh, Leidy, Walton, Hill  
District 5: Clymer, Brown, Willard-Powers  
District 6: Emlen, Pennell, Mifflin

## LEARNING CENTERS

---

ADMINISTRATOR: Allen W. Banbury  
HEADQUARTERS: Durham School Room 16  
TELEPHONE: 732-3206  
PBRS CODE: 11-02-541  
OPERATING YEARS: 1966-1981  
GRADES SERVED: K-8 (children), PK-12 (teachers/adults, parents)  
NO. OF PUPILS: 650 (direct service), 66,400 (indirect estimate via teacher training)  
NO. OF SCHOOLS: 7  
NO. OF EMPLOYEES: Professional 14, Paraprofessional 3, Clerical 2  
CURRENT BUDGET: \$625,310  
EVALUATION TEAM: Linda Brawner, Lisbeth Sklar, Elliott Bubis

---

## KEY FINDINGS

1975-1976 All project objectives were attained. LC pupils achieved mastery of basic mathematics skills and exceeded comparable nonparticipating pupils in mathematics concept formation. LC communications lab pupils demonstrated their proficiency at audiovisual communication by successfully conveying an informational message to peer groups via television.

Responses to the Teacher-Parent Center Survey indicated positive affective and behavioral changes by the participants. The large number of teachers, parents, paraprofessionals, and administrators who voluntarily sought assistance in the Teacher-Parent Center further indicated the success of this project component.

1976-1977 Participating pupils tested in both September and May averaged 1.6 levels gained on the Philadelphia Mathematics Evaluation Tests, thereby exceeding the one level gain expected. Fully 90% of the children tested gained at least one level. Participants in the Communications Lab were able to produce a media product which communicated to 15 of their peers at least the expected 50% of the creator-intended concepts.

Pupils in the Learning Centers Labs exceeded the expected levels of performance both in basic arithmetic skills and in the use of techniques of media processes. Teacher-Parent center staff exceeded the criterion of providing 20% more on-site workshops in which basic skills teaching materials and classroom furnishings were made by participants in their own schools.

1977-1978 Test scores of Title I students from the nine Learning Center Labs indicated a 1.7 level gain in mathematics skills from the 1976-1977 school year.

Responses on the Teacher-Parent Center questionnaire indicated an overwhelming approval of the Center workshops as a source of continued professional growth and development. Eighty-three percent of the participants attending the Travelling Teacher Center workshops, rated the workshops activities as "very helpful."

1978-1979 Pupils in the Learning Center Labs exceeded the expected levels of performance in basic arithmetic skills as measured by the Philadelphia Mathematics Evaluation Test. Teachers responding to the Teacher-Parent Center questionnaire, rated the center "good" to "outstanding" in providing services that enhanced professional growth and development in a variety of teaching areas.

1979-1980 Eight Learning Center Labs provided manipulative learning experiences in basic arithmetic, problem solving, reading, language arts and communication skills. The Teacher-Parent Center received over 3,450 visits from teachers, parents and administrators. The Traveling Teacher Center served an additional 2,900 individuals. Thematic workshops and specially planned sessions for Title I personnel were planned and conducted by the Center staff. Students in the Learning Center Labs exceeded the expected levels of performance in basic skills as measured by the Philadelphia Mathematics Evaluation Test. Responses to a teacher survey indicated that participants received a high degree of assistance from the Teacher-Parent Center staff in the creation of classroom items and in continuing their professional growth.

1980-1981 *(Preliminary findings) The Learning Center Labs component is operating in six of seven schools. The development of basic skills in math will be measured by the Philadelphia Mathematics Evaluation Test in these six schools. In addition, lab teachers are receiving staff development in Mastery Learning techniques. The seventh center (Douglass) will get a substitute teacher if the regular teacher does not return from her illness by February, 1981. This center already has a media specialist who is also attending staff development in Mastery Learning. Teachers using the Teacher-Parent Center will be surveyed to determine the effectiveness of Center Services.*

#### PARTICIPATING SCHOOLS

District 1: McMichael, Rhoads  
District 2: W. Peirce, Jackson  
District 4: T. Peirce, Douglass  
District 6: Mifflin

**MISSION EXCELLENCE**  
(A Component of the Comprehensive Reading and Mathematics Basic Skills Program)

---

**ADMINISTRATION:** Bernard Kelner  
**HEADQUARTERS:** Room 309, 21st Street and Parkway  
**TELEPHONE:** 299-7767  
**PBRS CODE:** Math Jr. High 03-527  
Math Sr. High 04-524  
Counseling 17-512  
Reading Jr. High 03-570  
Reading Sr. High 04-570  
**GRADES SERVED:** 7-12  
**NO. OF PUPILS:** 1,800  
**NO. OF SCHOOLS:** 6  
**NO. OF EMPLOYEES:** Professional 24, Paraprofessional 6, Clerical 6  
**CURRENT BUDGET:** Total \$812,740  
(Math Jr. High \$ 87,300)  
(Math Sr. High \$174,800)  
(Counseling \$100,200)  
(Reading Jr. High \$139,880)  
(Reading Sr. High \$310,560)  
**EVALUATION TEAM:** Linda Brawner, Lisbeth Sklar, Elliott Bubis

---

**PROJECT DESCRIPTION**

This is a plan to move six secondary schools (four high schools and two junior high schools) with a significant number of pupils with reading, writing, and mathematics deficiencies into models of academic excellence. The project is starting with a target population of 300 pupils in each school. With total system support, these schools will engage in a variety of activities chief of which will be the development and implementation of individual pupil diagnostic-prescriptive educational programs.

**EVALUATION TECHNIQUES**

The Evaluation Team (ET) will receive written verification from the six participating schools that the pupil selection for the project has been completed. Pupil PEPs will be kept on file in the school office so they can be examined by the ET.

The ET will develop logs to record project staff development attendance, pupil tutorial services, and pupil counseling services. Pupil academic achievement will be measured by comparing pretest (February 1981) and posttest (February 1982) scores on the California Achievement Tests.

## KEY FINDINGS

**1980-1981** *(Preliminary findings) The Basic Skills component of Mission: Excellence is in the development stage. The Evaluation Team had meetings with the project planners and the Office of Federal Programs with the aim of getting the project operational by February, 1981. The evaluation objectives and design have been prepared.*

## PARTICIPATING SCHOOLS

District 2: Benjamin Franklin, Vaux  
District 4: Gratz  
District 5: Edison, Kensington, Penn Treaty

## MULTI-MEDIA CENTER

---

ADMINISTRATOR: Charles McLaughlin  
HEADQUARTERS: Room 204, 21st Street and Parkway  
TELEPHONE: 299-7842  
PBRS CODE: 11-06-615  
OPERATING YEARS: 1968-1981  
GRADES SERVED: K-12  
NO. OF PUPILS: Nonpublic 8,825  
NO. OF SCHOOLS: Nonpublic 53  
NO. OF EMPLOYEES: Paraprofessional 1, Clerical 3  
CURRENT BUDGET: \$144,340  
EVALUATION TEAM: Louis Scheiner, Anne Lukshus\*, Lenore Silverman

---

### KEY FINDINGS

- 1975-1976 All project objectives were attained. During the school year, 6,863 requests for materials were filled. While on loan, 75% of the materials were used daily and 22% weekly. In-service training was provided for 22 paraprofessional aides and 127 pupils.
- 1976-1977 Fully Implemented In harmony with the Title I Application, the Multi-Media Center project has continued its programs of circulating audiovisual and other instructional materials appropriate for remediation of eligible students' educational deficiencies, materials, and training paraprofessional aides and students to operate such hardware. Aides, teachers, and principals have continued to express high levels of satisfaction with the project's services.
- 1977-1978 The project was fully implemented in harmony with the Title I Application. The Multi-Media Center project continued its program of circulating audiovisual and other instructional materials, appropriate for the remediation of eligible students' educational deficiencies. The project coordinator and staff provided and maintained audiovisual materials for classroom presentations and trained paraprofessional aides and students to operate such equipment. Aides, teachers, and principals have continued to express high levels of satisfaction with the project's services.
- 1978-1979 The Multi-Media Center project continued its program of circulating audiovisual and other instructional materials, appropriate for the remediation of educational deficiencies in eligible Title I nonpublic school students. The project coordinator and staff provided and maintained audiovisual materials for classroom presentations and trained paraprofessional aides and students to operate such equipment. Aides, teachers, and principals continued to express satisfaction with the project's services.

- 1979-1980 Multi-Media Center records indicated that 1,984 different items were available for circulation to the participating schools and 6,133 requests for materials were made during the current school year. The project attained its objectives by serving as a clearinghouse for curriculum related materials and by training aides and selected students in the operation and use of audiovisual equipment. The average teacher reported using 22.1 items from the Center during the current school year. Teachers felt that the Center was doing a good job in providing instructional materials that met the needs of Title I eligible pupils. Principals, teachers and aides continued to express satisfaction with the project's overall services.
- 1980-1981 *(Preliminary findings) Site visits to 50% of the 53 participating schools indicate the program is serving Title I eligible students by providing a variety of materials and equipment. Based on the frequency of positive feedback from principals and other school personnel, the program's goals and objectives are being met effectively.*

#### PARTICIPATING SCHOOLS

Nonpublic: Cathedral, St. Agatha, St. Anne, St. Anthony, St. Benedict, St. Bonaventure, St. Boniface, St. Bridget, St. Carthage, St. Charles, St. Columba, St. Edward, St. Elizabeth, St. Francis de Sales, St. Francis Xavier, St. Gabriel, Gesu, St. Gregory, St. Ignatius, Immaculate Conception, St. Madeleine Sophie, St. Malachy, St. Mary Interparochial, St. Michael, Most Blessed Sacrament, Most Precious Blood, Our Lady of Holy Souls, Our Lady of Mercy, Our Lady of the Rosary, Our Lady of Victory, Our Mother of Sorrows, St. Paul, St. Peter Claver, St. Peter the Apostle, St. Philip Neri, St. Rita, St. Rose of Lima, Sacred Heart, St. Stephen, Transfiguration, St. Veronica, St. Vincent de Paul, Visitation, Mercy Vocational, Archbishop Ryan Memorial, Our Lady of Confidence, St. Francis of Assisi, St. Henry, Holy Child, Holy Name, St. Hugh, St. Thomas Aquinas, Incarnation

**AIDE SERVICES - PARENT SCHOOL AIDES**  
**(A Component of the COMPREHENSIVE READING PROJECT)**

---

**ADMINISTRATOR:** Charles McLaughlin  
**HEADQUARTERS:** Room 204, 21st Street at the Parkway  
**TELEPHONE:** 299-7842  
**PBRS CODE:** 11-06-613  
**OPERATING YEARS:** 1968-1981  
**GRADES SERVED:** K-8  
**NO. OF PUPILS:** Non Public 5,800  
**NO. OF SCHOOLS:** Non Public 54  
**NO. OF EMPLOYEES:** Professional 1, Paraprofessional 218, Clerical 1  
**CURRENT BUDGET:** \$1,219,400  
**EVALUATION TEAM:** Linda Brawner, Lisbeth Sklar, Elliott Bubis

---

**KEY FINDINGS**

FOR KEY FINDINGS PRIOR TO 1979-1980, PLEASE SEE THE 1980 SUPPLEMENTARY EDITION OF THE DIGEST OF TITLE I EVALUATIONS.

**1979-1980** The extensive opportunity afforded aides to maintain and upgrade their skills through monthly in-service programs combined with on-site monitoring and instruction of aides by supervisors, accounts, in large part, for the continued effectiveness of the Parent Aide project. Instruction of aides by persons within the project was supplemented with presentations and instruction by specialists in other, related projects. Training in small group management, affective education, and motivation techniques, as well as applied workshops and seminars in basic skills areas, enabled the aides and teachers to give individualized and intensive attention to all Title I pupils.

**1980-1981** *(Preliminary findings) The non-public comprehensive reading project (Parent Aides) is operating according to plan. The evaluation team has attended staff development for the Aides in addition to visits of non-public classrooms. Observations by evaluators in addition to discussions with principals and classroom teachers indicate that Aides supplement pupil development in the classroom by assisting the teacher in reinforcing basic skills.*

## PARTICIPATING SCHOOLS

Nonpublic: Archbishop Ryan, Cathedral, Gesu, Immaculate Conception B,  
Mercy Vocational, Most Blessed Sacrament, Most Precious Blood,  
Our Lady of Confidence, Our Lady of Holy Souls, Our Lady of  
Mercy, Our Lady of the Rosary, Our Lady of Victory, Our Mother  
of Sorrows, Sacred Heart, St. Agatha, St. Anne, St. Anthony,  
St. Benedict, St. Bonaventure, St. Boniface, St. Bridget, St. Carthage,  
St. Charles, St. Columba, St. Edward, St. Elizabeth, St. Francis  
de Sales, St. Francis of Assisi, St. Francis Xavier, St. Gabriel,  
St. Gregory, St. Ignatius, St. Katherine (Day), St. Madeleine Sophie,  
St. Malachy, St. Michael, St. Paul, St. Peter the Apostle, St. Peter  
Claver, St. Philip Neri, St. Rita, St. Rose of Lima, St. Stephen,  
St. Veronica, St. Vincent de Paul, Transfiguration, Visitation,  
St. Henry, Holy Child, Holy Name, St. Hugh, Incarnation, St. Mary  
Interparochial, St. Thomas Aquinas

## PROJECT SUCCESS

---

ADMINISTRATOR: Leontine D. Scott  
HEADQUARTERS: Room 510, 21st Street and the Parkway  
TELEPHONE: 299-7659  
PBRS CODE: 11-02-510  
OPERATING YEARS: 1980-1981  
GRADES SERVED: 1-4  
NO. OF PUPILS: 9,637  
NO. OF SCHOOLS: 56  
NO. OF EMPLOYEES: Professional 9.5, Paraprofessional 205, Clerical 3  
CURRENT BUDGET: \$3,907,200  
EVALUATION TEAM: Thomas Mcnamara, Judith Goodwin, Barbara Holden

---

## PROJECT DESCRIPTION

Project Success places special emphasis on concept-learning and comprehension at the key grade levels (grades 1, 2, 3, and 4) to counteract the downward trend in performance on standardized tests which is regularly evident in large cities, particularly beginning with third grade. The schools selected for service, apart from satisfying basic Title I eligibility requirements, are those which had more than 40 percent of their third grade students scoring below the 50th percentile in the Reading Vocabulary Subtest on the California Achievement Test (CAT) in February 1980. Performance of this nature at the third grade level indicated a need for special, small group/individualized instruction and consistency of approach. Project Success will provide this type of classroom approach utilizing a unique combination of successful early childhood education approaches. In addition, parental involvement and continuous staff development will be provided.

## EVALUATION TECHNIQUES

The evaluation of citywide test performance from a cross-sectional and longitudinal perspective, and documentation via major indicators of parent involvement, staff development, and types of special supportive services.

## KEY FINDINGS

**1980-1981** *(Preliminary findings) This project, which combines the successful operations of three former Follow Through related programs into one, was officially to begin functioning in Grades 1 to 4 in Fall, 1980. The project is located in the 56 schools which housed one of the former three programs. It is reported as having been quasi-operational through December and fully operational only since then.*

*Field Coordinators for Project Success were not appointed until December. Resource Teachers, returned to service only late in the Fall as part of the PFT contract settlement, are still not up to full complement; one has only recently (December) returned from maternity leave, and two others are out on sabbatical and extended illness respectively. Though most aides are now in place (January), the School District reorganization of December 1st had considerable effect on most school level program personnel.*

*Though three Parent Trainer positions remain unfilled, Parent Involvement Coordinators assigned to the program have apparently managed to make the parent involvement component function very well. The decision to conduct parent scholar screenings in two phases (an initial central screening of all applicants, then site screenings of those successful in the initial phase) has apparently been well received by all levels of program staff.*

#### PARTICIPATING SCHOOLS

- District 1: Belmont, Blankenburg, Daroff, Drew, Hamilton, Huey, Locke, Rhoads, M. Washington, Wilson
- District 2: Alcorn, Arthur, Bregy, Childs, Key, Kirkbride, Nebinger, W.S. Peirce, Reynolds, Southwark, E.M. Stanton, Waring, G. Washington
- District 4: Carver, Dick, Gideon, W.D. Kelley, Meade, T.M. Perice, M.H. Stanton, Walton, R. R. Wright
- District 5: Adaire, Bartlett, Clymer, Dunbar, Elverson, Ferguson, Harrison, Hartranft, Hunter, Kearny, McKinley, Moffet, Spring Garden, Welsh, M.C. Wister
- District 6: Fulton, J.B. Kelly, Logan, Mifflin, Pastorious, J. Wister
- District 7: Bethune, Smedley, Taylor

## SCHOOL-COMMUNITY COORDINATOR

---

ADMINISTRATOR: Alfonso Williams  
HEADQUARTERS: Monroe Administrative Center  
TELEPHONE: 351-7266  
PBRS CODE: 11-17-505  
OPERATING YEARS: 1966-1981  
GRADES SERVED: PK-12  
NO. OF PUPILS: 78,035  
NO. OF SCHOOLS: 148  
NO. OF EMPLOYEES: Professional 3, Paraprofessional 170, Clerical 2  
CURRENT BUDGET: \$3,324,500  
EVALUATION TEAM: Arnold Escourt, Fleta B. Waters\*, Mildred Asano

---

### KEY FINDINGS

**1975-1976** Four of the five project objectives were fully attained. The average SCC sponsored 11 cluster meetings during the year. During three sample months, the average SCC had 30.2 in-school student contacts and attended two community meetings as the school's designated representative. However, the average SCC completed 73.2 out-of-school conferences per month instead of the expected 75.

Area coordinators visited their assigned SCCs at least once a month, and assisted them by providing information, answering questions, and checking records. The ACs also served as a key communication link between neighborhood schools, parents, the community, and local organizations.

**1976-1977** Although SCCs concentrated their services on Title-I-eligible pupils and their parents, they performed below the project's expectations. During the three sample months, 77%, 76%, and 65% of the SCCs (instead of the expected 80%), held at least 3.5 out-of-school conferences per working day.

Although less than 90% of the SCCs held a minimum of 20 in-school contacts with pupils, SCCs attaining the objective provided at least 38 in-school contacts with Title-I-eligible pupils during each sample month. Seventy-six percent of the SCCs (instead of 90%) averaged 13.3 parents' cluster meetings over the school year -- 3.3 more than the expected ten.

**1977-1978** The SCCs performed above the project's level of expectation. During the two sample months SCCs averaged more than 3.5 out-of-school conferences per working day -- 4.1 for one month, 3.6 for the other.

The coordinators held more than the minimum of 20 in-school contacts with pupils during each sample month -- 50 during one and 47.4 during the other. Over the school year SCCs averaged 11.7 cluster meetings for parents -- 1.7 more than the expected 10.

**1978-1979** Two project objectives were fully attained, and one was partially attained. During three sample months the SCCs averaged more than 3.5 out-of-school conferences per working day - 4.0 for two months and 3.8 for the third month. The coordinators surpassed the objective of holding a minimum of 20 in-school contacts with pupils during three sample months by averaging 44, 37, and 47 contacts. Over the school year, SCCs averaged 12.2 cluster meetings for parents - 2.2 more than the expected 10. However, not all of the coordinators in 13 high schools held at least two cluster meetings for parents or guardians of entry level pupils -- 6 of the 13 coordinators attained the high school cluster meeting criterion.

**1979-1980** All project objectives were fully attained. During three sample months the SCCs averaged more than 3.5 out-of-school conferences per working day -- 4.1 for the first month, 3.9 for the second, and 3.8 for the third. The coordinators surpassed the objective for holding a minimum of 20 in-school contacts with pupils during three sample months by averaging 42, 45, and 43 contacts. Over the school year, SCCs averaged 12.6 cluster meetings for parents -- 2.6 more than the expected 10. All high school coordinators held at least two cluster meetings for parents and guardians of entry level pupils.

**1980-1981** *(Preliminary findings) The project continues to be fully implemented as designed. Project personnel continue to provide a direct line of communication between neighborhood schools, eligible pupils and their families, the community, and local organizations. Parental involvement continues to be emphasized.*

#### PARTICIPATING SCHOOLS

**District 1:** Barry, Bartram, Belmont, Bryant, Comegys, Daroff, Drew, Dunlap, Hamilton, Harrington, Harrity, Holmes, Huey, Lea, Locke, Longstreth, McMichael, Mitchell, Morton, Powel, Rhoads, Sayre, Shaw, Sulzberger, Tilden, University City, Washington, West Philadelphia, Wilson, Blankenburg, Miller

**District 2:** Alcorn, Arthur, Audenried, Bache, Barratt, Bregy, Childs, Darrah, Franklin, McDaniel, Morris, Peirce, Girard-Poe, Reynolds, Sartain, Smith, Stanton, A. Vare, E. Vare, Vaux, Waring, Washington, Wayne, Bok, Furness, Jackson, Key, Kirkbride, Nebinger, South Philadelphia, Southwark

- District 4: Blaine, Cleveland, Dick, Dobbins, Duckrey, FitzSimons, Gillespie, Gratz, Hanna, Heston, Hill, Kenderton, Lehigh, Leidy, Peirce, Pratt, Rhodes, Shoemaker, Stanton, Strawberry Mansion, Walton, Whittier, Wright, Carver, Douglass, Gideon, Kelley, Meade, Sartain
- District 5: Adaire, Brown, Carroll, Clymer, Douglas, Dunbar, Edison, Elverson, Fairhill, Ferguson, Hackett, Harrison, Hartranft, Hunter, Jones, Kensington, Ludlow, McKinley, Moffet, Penn Treaty, Potter-Thomas, Sheppard, Stetson, Wanamaker, Welsh, Willard-Powers, Bartlett, Jefferson, Kearney, Meredith, Spring Garden, Wister, Penn, Stoddart-Fleisher
- District 6: Dobson, Fulton, Kelly, Lingelbach, Logan, Mifflin, Pastorius, Pennell, Pickett, Roosevelt, Steel, Wister, Emlen, Kinsey
- District 7: Bethune, Birney, Cooke, Cramp, Howe, McClure, Smedley, Stearne, Taylor, Pennsylvania Advancement School

## PRESCHOOL CHILD DEVELOPMENT PROJECT

---

ADMINISTRATOR: Constance E. Clayton  
HEADQUARTERS: Room 226, 21st Street and Parkway  
TELEPHONE: 299-7839  
PBRS CODE: 11-01-508  
OPERATING YEARS: 1977-1981  
GRADES SERVED: N-Pre-K and K  
NO. OF PUPILS: 75  
NO. OF SCHOOLS: 1  
NO. OF EMPLOYEES: Professional 2.5, Paraprofessional 3  
CURRENT BUDGET: \$117,000  
EVALUATION TEAM: Thomas McNamara, Richard Maraschiello

---

### KEY FINDINGS

**1977-1978** Full-scale operations in this new project could not begin until the latter half of the year, therefore it could only partially attain its intended mode of operation. It fully attained two objectives: only 10% of the kindergarten group scored below the 50th %ile in Letters and Sounds, much less than the total district in which it is located; and 100% of the children received medical screenings.

The third objective regarding pre-post differences in developmental status for the prekindergarten group was not applicable because of the program's late start. However, eighty percent of the pre-kindergarten group showed no signs of developmental delay at the end of the year.

**1978-1979** It fully attained two of the three objectives for this year: None of the kindergarten children scored below the 50th percentile on the total score of the SESAT, while 47% of the total district in which it is located scored below this level; and 91% of the children received medical screenings during the year. The third objective had to be considered partially attained, since slightly more than 10% of the prekindergarten children continued to show signs of developmental delay in Spring, 1979.

**1979-1980** This project for nursery, prekindergarten and kindergarten children of different ethnic backgrounds fully attained its intended mode of operation in all essentials. All project pupils were immunized against all major early childhood diseases no later than on entrance to the program; only 8% of the children continued to show signs of developmental delay in Spring, 1980; and only 18% scored below the 50th percentile on the total score of the SESAT in contrast to 43% of the total district.

**1980-1981** *(Preliminary findings) The project appears to be functioning as expected in all major areas. All Title I eligibility criteria have been checked, as well as all immunization requirements. All staff positions are filled, and the project is fully enrolled, with 35 children on a waiting list. All children in the Nursery and Prekindergarten groups are included in early childhood developmental assessment efforts using the Developmental Behavior Checklist (DBC). All kindergarten children are screened for learning disabilities using the Santa Clara Inventory of Developmental tasks.*

#### **PARTICIPATING SCHOOLS**

**District 5: H.A. Brown**

PROJECTS NO LONGER FUNDED UNDER TITLE I\*

| Project                                    | Year of Termination |
|--------------------------------------------|---------------------|
| Aide Services ("C")                        | 1976                |
| Language Arts Reading Camps                | 1977                |
| Creative Dramatics                         | 1976                |
| Meet the Artist                            | 1976                |
| Episcopal Academy: Summer Enrichment       | 1976                |
| Out-of-School Sequenced Science Experience | 1976                |
| Speech and Hearing                         | 1976                |
| Young Audiences                            | 1976                |
| Walnut Center                              | 1976                |
| Alternative Programs                       | 1977                |
| Comprehensive Mathematics D                | 1977                |
| Counseling Services                        | 1977                |
| Elementary Mathematics Classroom Aides     | 1977                |
| Summer Special Education                   | 1977                |
| Motivation                                 | 1979                |
| Individualized Education Center            | 1980                |
| Project Bridge                             | 1980                |
| Comprehensive Reading (District 3)         | 1980                |
| Follow Through                             | 1980                |

\*For projects terminated prior to 1976, see Digest of Annual Evaluations 1965-1976.